



AGENDA STATE BOARD OF EDUCATION

November 9, 2009
Arkansas Department of Education
Auditorium, State Education Building
1:00 PM

 [← Back](#)  [Print](#)

Reports

Report-1 **Chair's Report**

Presenter: Dr. Naccaman Williams

Report-2 **Commissioner's Report**

Presenter: Dr. Tom Kimbrell

Consent Agenda

C-1 **Minutes - October 9, 2009**

Presenter: Dr. Charles Watson

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

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) 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. The November report summarizes the PMT for October.

Presenter: Dr. Charity Smith Willie Morris

C-3 **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.

Presenter: Ms. Beverly Williams Ms. Clemetta Hood

C-4 **Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309.**

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 99 school districts covering a total of 361 teaching positions and 8 school districts requesting 12 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.

Presenter: Beverly Williams

C-5 **Consideration of Recommendation of the Professional Licensure Standards Board for**

Probation of Teaching License for three (3) years by the State Board of Education on Case with a Fine of \$75 on Case # 09-051 – Walter Jenkins.

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Walter Jenkins be on probation for three (3) years and be fined \$75 by the State Board of Education for violation of the Code of Ethics for Arkansas Educators, **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.***

Presenter: Judy Kaye Mason

C-6 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of Teaching License for one (1) year by the State Board of Education, with a fine of \$75 on Case # 09-059 – Kristen Scaggs.

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Kristen Scaggs be on probation for one (1) year and fined \$75 by the State Board of Education for violation of the Code of Ethics for Arkansas Educators, **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.***

Presenter: Judy Kaye Mason

C-7 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand by the State Board of Education and a Fine of \$50 on Case # 09-076 – Tammy Browne

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Tammy Browne be issued a Written Reprimand and fined \$50 by the State Board of Education for violation of the Code of Ethics for Arkansas Educators, **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.***

Presenter: Judy Kaye Mason

C-8 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand by the State Board of Education, a Fine of \$50 and Testing Procedure Training for Case #T-09-038 – Linda Webb.

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Linda Webb be issued a Written Reprimand by the Board of Education, be fined \$50 and receive additional training on testing procedures for violation of the Code of Ethics for Arkansas Educators, **Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.***

Presenter: Judy Kaye Mason

Action Agenda

A-1 Consideration of Request from the Blevins School District for Approval to Close an Isolated School- Emmet K-12 Campus

Pursuant to Ark. Code Ann. § 6-20-602, on September 14, 2009, the Blevins School District submitted its request for approval of the Blevins School Board's action and motion to close the isolated Emmet K-12 Campus. As required, the Blevins School District attached copies of a board resolution approving, by majority vote of the local board members, the closure of the Emmet K-12 Campus. In addition, the Department has attached an Attorney General Opinion prepared for the 2004 "Act 60" annexation of the former Emmet School District into the Blevins School District, with the statute, Rules Governing the Closure of Isolated School and Hearing Procedures. A copy of a petition delivered to the Department of Education from residents of the District opposed to the school closure is also attached.

Presenter: Tripp Walter

A-2 Request Final Approval for Revisions to the Arkansas Department of Education Rules Governing Professional Development

The purpose of these Rules is to develop a high quality professional development system for all administrators, teachers, and certified instructional support personnel. Professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement. The purpose of this request for revisions is to

reflect changes required by 2009 legislation enacted as follows: Act 496 of 2009, Act 605 of 2009, and Act 1309 of 2009. The proposed revisions to the Rule were approved for public comment on July 13, 2009, and a public hearing was conducted on August 31, 2009. No comments were made during the public comment period that would necessitate a change in text from the revisions previously approved.

Presenter: Dr. Dee Cox Deborah Coffman

A-3

Hearing of Open Enrollment License Application and ADE Review: KIPP Blytheville College Preparatory School, Blytheville, Arkansas

KIPP Blytheville College Preparatory School is a proposed open-enrollment public charter school to be located within the Blytheville School District in Blytheville, Arkansas. The sponsoring entity on the letter of intent and license application is KIPP Delta, Inc. Grades 5-8 will be served with a maximum enrollment of 360 students. The proposed site for the school is 1007 South Franklin Street, Blytheville, Arkansas. Affected districts for this proposed public charter school include Blytheville, Armorel, Gosnell, Osceola, and South Mississippi County. Staff members from several units of the Arkansas Department of Education (ADE) reviewed the application for the KIPP Blytheville College Preparatory School. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the letter of intent, the license application, the ADE evaluation and the written response by the applicant have been included for review by the Board.

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

Presenter: Dr. Mary Ann D. Brown

A-4

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Guap Academy College Preparatory School, West Memphis, Arkansas

Guap Academy College Preparatory School is a proposed open-enrollment public charter school to be located within the West Memphis School District in West Memphis, Arkansas. The sponsoring entity on the letter of intent and charter application is Humanitarian Outreach Development Group. Grades 9-12 will be served with a maximum enrollment of 100 students. The proposed site for the school is 504 South 8th Street, West Memphis, Arkansas. The applicant has notified affected districts for this proposed public charter school. West Memphis School District has notified the Arkansas Department of Education (ADE) of their opposition to the opening of Guap Academy College Preparatory School. Since that time the applicant has given notice of appeal to the State Board of Education in request of a hearing regarding this matter. Staff members from several units of the ADE reviewed the application for the Guap Academy College Preparatory School. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant 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.

Presenter: Dr. Mary Ann D. Brown

A-5

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Little Rock Urban Collegiate Public Charter School for Young Men, Little Rock, Arkansas

Little Rock Urban Collegiate Public Charter (UCPC) School for Young Men is a proposed open-enrollment public charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent and charter application is Little Rock Urban Prep, Inc. Grades K-8 will be served with a maximum enrollment of 696 students. The proposed site for the school is 4601 South University Avenue, Little Rock, Arkansas. The applicant has notified affected districts for this proposed public charter school. Little Rock School District and Pulaski County Special School District have notified the Arkansas Department of Education (ADE) of their opposition to the opening of Little Rock UCPC School for Young Men. Since that time the applicant has given notice of appeal to the State Board of Education in request of a hearing regarding this matter. Staff members from several units of the ADE reviewed the application for the Little Rock UCPC School for Young Men. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant 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

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Dove School of Excellence, Springdale, Arkansas

Dove School of Excellence is a proposed open-enrollment public charter school to be located within the Springdale School District in Springdale, Arkansas. The sponsoring entity on the letter of intent and charter application is Sky Foundation. Grades K-12 will be served with a maximum enrollment of 650 students. The proposed site for the school is 901 West Robinson Avenue, Springdale, Arkansas. The applicant has notified affected districts for this proposed public charter school. Springdale School District has notified the Arkansas Department of Education (ADE) of their opposition to the opening of Dove School of Excellence. Since that time the applicant has given notice of appeal to the State Board of Education in request of a hearing regarding this matter. Staff members from several units of the ADE reviewed the application for the Dove School of Excellence. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant 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.

Presenter: Dr. Mary Ann D. Brown

A-7

Hearing of Open Enrollment Charter Application Appeal and ADE Review: Prism Education Center, Fayetteville, Arkansas

Prism Education Center is a proposed open-enrollment public charter school to be located within the Fayetteville School District in Fayetteville, Arkansas. The sponsoring entity on the letter of intent and charter application is Prism Education Center. Grades K-8 will be served with a maximum enrollment of 650 students. The proposed site for the school is 3162 West 6th Street, Fayetteville, Arkansas. The applicant has notified affected districts for this proposed public charter school. Fayetteville School District has notified the Arkansas Department of Education (ADE) of their opposition to the opening of Prism Education Center. Since that time the applicant has given notice of appeal to the State Board of Education in request of a hearing regarding this matter. Staff members from several units of the ADE reviewed the application for the Prism Education Center. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant 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.

Presenter: Dr. Mary Ann D. Brown

A-8

(Scheduled for Tuesday, November 10) Hearing of Open Enrollment Charter Application Appeal and ADE Review: Friends Academy of the Health and Environmental Sciences, Little Rock, Arkansas

Friends Academy of Health and Environmental Sciences is a proposed open-enrollment public charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent and charter application is Friends of the Environment, Inc. Grades 6-8 will be served with a maximum enrollment of 550 students. The proposed site for the school is 2410 South Battery, Little Rock, Arkansas. The applicant has notified affected districts for this proposed public charter school. Little Rock School District and Pulaski County Special School District have notified the Arkansas Department of Education (ADE) of their opposition to the opening of Friends Academy of Health and Environmental Sciences. Since that time the applicant has given notice of appeal to the State Board of Education in request of a hearing regarding this matter. Staff members from several units of the ADE reviewed the application for the Friends Academy of Health and Environmental Sciences. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant 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.

Presenter: Dr. Mary Ann D. Brown

A-9

(Scheduled for Tuesday, November 10) Hearing of Open Enrollment Charter Application Appeal and ADE Review: Gillett Heritage Academy, Gillett, Arkansas

Gillett Heritage Academy is a proposed open-enrollment public charter school to be located within the DeWitt School District in Gillett, Arkansas. The sponsoring entity on the letter of intent and charter application is Gillett Civic Group, Inc. Grades K-12 will be served with a maximum enrollment of 210 students. The proposed site for the school is East End of Main Street, Gillett, Arkansas. The applicant has notified affected districts for this proposed public charter school. DeWitt School District and Dumas School District have notified the Arkansas Department of Education (ADE) of their opposition to the opening of Gillett Heritage Academy. Since that time the applicant has given notice of appeal to the State Board of Education in request of a hearing regarding this matter. Staff members from several units of the ADE reviewed the application for the Gillett Heritage Academy. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant 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.

Presenter: Dr. Mary Ann D. Brown

A-10

(Scheduled for Tuesday, November 10) Hearing of Open Enrollment Charter Application Appeal and ADE Review: e-BLAST Academy, McNeil, Arkansas

e-BLAST Academy is a proposed open-enrollment public charter school to be located within the Stephens School District in McNeil, Arkansas. The sponsoring entity on the letter of intent and charter application is South Arkansas Foundation on Education (S.A.F.E.). Grades K-8 will be served with a maximum enrollment of 200 students. The proposed site for the school is 306 Walnut, McNeil, Arkansas. The applicant has notified affected districts for this proposed public charter school. Stephens School District, Magnolia School District, and Camden Fairview School District have notified the Arkansas Department of Education (ADE) of their opposition to the opening of e-BLAST Academy. Since that time the applicant has given notice of appeal to the State Board of Education in request of a hearing regarding this matter. Staff members from several units of the ADE reviewed the application for the e-BLAST Academy. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant 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.

Presenter: Dr. Mary Ann D. Brown

Minutes

State Board of Education
Monday, October 12, 2009

The State Board of Education met on Monday, October 12, 2009, in the Auditorium of the State Education Building. Dr. Naccaman Williams called the meeting to order at 9:00 a.m.

The following Board members were present: Dr. Naccaman Williams, Chairman; Jim Cooper, Vice-Chairman; Sherry Burrow; Brenda Gullett; Sam Ledbetter; Alice Mahony; Dr. Ben Mays; and Toyce Newton. Susan Waggener, Arkansas Teacher of the Year, also attended. The Board has one vacancy.

There were no members absent.

Chair's Report

Dr. Williams welcomed Dr. Tom Kimbrell as the Commissioner of Education. Dr. Williams recognized the announcement of Alice Mahony as the Women's Foundation of Arkansas Woman of the Year in Philanthropy. Ms. Mahony will be honored at a luncheon later in October.

Ms. Mahony reported on her "week in the field" with the U.S. Military at Fort Jackson, South Carolina. She noted that recruitment in the armed services is up, which is attributed to the decreased job market in the United States. She reported on the physical fitness condition of the recruits seeking to enter military service: seven out of every ten recruits are rejected into the service because of physical fitness. She stressed the message from the military is that physical education and nutrition education are essential to be offered in all public schools for all students.

Commissioner's Report

Dr. Kimbrell made the following comments as his report:

- Commended the staff for the work in getting the documents prepared for the Agenda.
- Noted that a press conference to announce school improvement status based of student performance on the Benchmark and End-of-course testing as required by No Child Left Behind. He stressed that much work is yet to be accomplished in many schools and districts.
- Emphasized that the agency will be working very closely with schools designated in School Improvement Year 4 and beyond.
- Informed Board members that the annual joint meeting of the State Boards is scheduled for November 9, which is the next regular meeting date.

- Stated that he and Alice Mahony would be attending a conference devoted to review of proposed National Standards in Mathematics and Language Arts at the end of October.

Special Reports

Dr. Dee Cox was recognized to provide highlights of the work of ADE, the Department of Health, and other agencies in planning and managing coordinated school health programs. She stated that details have been completed for the Board to receive a \$15,000 grant from the National Association of State Boards of Education (NASBE) to support greater Board participation in activities underway in the implementation of coordinated health.

Doug Eaton reported that the Facilities Office worked with the Hermitage School District for the past several months to correct issues with the facilities and correcting management decisions that caused the district to be classified in facilities distress. Mr. Eaton reported that progress has been made at Hermitage that will allow the Facilities Board to recommend removal of that district from facilities distress.

Consent Agenda

Ms. Gullett moved the approval of the Consent Agenda as presented. Mr. Cooper seconded the motion. The motion was adopted unanimously.

- Minutes September 14, 2009
- Newly Employed, Promotions and Separations
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309
- Review of Loan and Bond Applications
- Executive Summary – Progress Report on the Status of Districts Classified in Fiscal Distress for 2009-2010
- Consideration of Recommendation of the Professional Licensure Standards Board for One (1) Year Probation of Teaching License, Testing Procedure Training, and a \$75 Fine on Case T-09-028 – Paula Clements
- Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning by the State Board of Education on Case T09-035 – Betty Macon
- Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning by the State Board of Education, Complete a Probation Period with Mentor and Complete Improvement Track Implemented by School District on Case 09-045.7 – Peter Maggio
- Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand by the State Board of Education and a Fine of \$50 on Case 09-052 – Samantha Williams

- Consideration of Recommendation of the Professional Licensure Standards Board for Probation of Teaching License for One (1) Year by the State Board of Education and a Fine of \$75 on Case 09-060 – Tyler Heath Scott
- Consideration of Recommendation of the Professional Licensure Standards Board for Probation of Teaching License for One (1) Year by the State Board of Education and a Fine of \$75 on Case 10-003 – Phillip “Trey” Harp

Action Agenda

Consider Removal of Concord School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff reported that this district has worked diligently with Department staff and made significant progress in improving the fiscal status of the district. Mr. Goff recommended that the District be removed from fiscal distress classification. Dr. Michael Davidson, superintendent, was in attendance and expressed appreciation to Department staff for technical assistance during the time of classification in fiscal distress.

Mr. Ledbetter moved that Concord School District be removed from fiscal distress classification. Ms. Mahony seconded the motion. The motion was adopted unanimously.

Consider Removal of Gentry School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff reported that this district has worked diligently with Department staff and made significant progress in improving the fiscal status of the district. Mr. Goff recommended that the District be removed from fiscal distress classification. Dr. Randy Barrett, superintendent, was in attendance and expressed appreciation to Department staff for technical assistance during the time of classification in fiscal distress.

Ms. Burrow moved that Gentry School District be removed from fiscal distress classification. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consider Removal of Hartford School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff reported that this district has worked diligently with Department staff and made significant progress in improving the fiscal status of the district. Mr. Goff recommended that the District be removed from fiscal distress classification. Mr. Cooper asked about the decreasing enrollment of the district and observed that it was approaching 350 students. Dr. Chris Rink, superintendent, affirmed that the district had lost students in past years, but the decrease has slowed and hopefully the enrollment is leveling out. He stated that it was the intent of the district and community to remain a viable school district as long as possible under the law. He also commended the support of Department staff during the time of classification in fiscal distress.

Ms. Gullett moved that Hartford School District be removed from fiscal distress classification. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consider Removal of Hermitage School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff reported that this district has worked diligently with Department staff and made significant progress in improving the fiscal status of the district. Mr. Goff recommended that the District be removed from fiscal distress classification. Mr. Richard Rankin, superintendent, thanked Department staff for their support.

Consider Removal of Mammoth Spring School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff reported that this district has worked diligently with Department staff and made significant progress in improving the fiscal status of the district. Mr. Goff recommended that the District be removed from fiscal distress classification. Mr. Ron Taylor, superintendent, thanked Department staff for their support.

Mr. Cooper moved that Mammoth Spring School District be removed from fiscal distress classification. Dr. Mays seconded the motion. The motion was adopted unanimously.

Consider Removal of Mineral Springs School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff reported that this district has worked diligently with Department staff and made significant progress in improving the fiscal status of the district. Mr. Goff recommended that the District be removed from fiscal distress classification. Mr. Max Adcock, superintendent, thanked the Department for support during the time the district was classified in fiscal distress.

Ms. Burrow moved that Mineral Springs School District be removed from fiscal distress. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Consider Removal of Murfreesboro School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff reported that this district has worked diligently with Department staff and made significant progress in improving the fiscal status of the district. Mr. Goff recommended that the District be removed from fiscal distress classification. Mr. Curtis Turner Jr. , superintendent, was present.

Dr. Mays asked the superintendent about funds generated from a millage increase that was set aside for maintenance and operation.

Dr. Mays requested that the response to his questions about adequacy be lifted verbatim from the transcript. That will be done upon receipt of the transcript from the court reporter.

Mr. Ledbetter moved that Murfreesboro School District be removed from fiscal distress. Ms. Newton seconded the motion. The motion was adopted unanimously.

Consider Removal of Westside Consolidated School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff reported that this district has worked diligently with Department staff and made significant progress in improving the fiscal status of the district. Dr. James Best, superintendent, stated that the district is in much better fiscal condition than it was two years ago. He noted that the employees are the real heroes: they have worked without a raise for the past four years. Ms. Gullett stated that the report about faculty raises is depressing.

Ms. Burrow moved that Westside Consolidated School District be removed from fiscal distress. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consideration of Final Approval: Arkansas Department of Education rules Governing the Regulatory Basis of Accounting

Bill Goff was recognized to present this item. Mr. Goff highlighted changes that were incorporated as a result of comments. Mr. Cooper moved approval for final adoption. Dr. Mays seconded the motion. The motion was adopted unanimously.

Consideration of Final Approval: Revised Rules Governing the Calculation Methods for Declining Enrollment and Student Growth Funding for Public School Districts

Bill Goff was recognized to present this item. Mr. Goff stated that the changes in this Rule enable the Department to distribute student growth funds to districts experiencing increases in student population much quicker than before. Mr. Cooper asked about adoption of changes recommended by the Bureau of Legislative Research. Mr. Goff responded that their comment was incorporated into the revisions. Ms. Gullett moved approval as submitted. Ms. Newton seconded the motion. The motion was adopted unanimously.

Consideration for Public Comment: Revision to Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenses of Those Funds

Bill Goff was recognized to present this item. Mr. Goff noted that this Rule now includes the Regional Service Cooperatives in the fiscal distress certification process. In response to questions about teacher bonuses and salary supplements, Mr. Goff stated that the primary issue is that bonuses are an annual addition to salary and as such not added into the base salary, nor are they automatically recurring. He also stated that salary supplements most often come from those additional funds linked to percentages of national student lunch (NSLA) funds and can only be used for salaries when all other student requirements are met. Mr. Cooper asked if teacher stipends were considered in base salary. Mr. Goff responded that they were not.

Mr. Cooper stated that a number of superintendents have contacted Board members regarding flexibility in the use of NSLA funds. He asked if this Rule provides any new flexibility. Mr. Goff responded that the Rule follows exactly the components of use of those funds as specified in the legislation and that restrictive use of funds is required by the legislation.

Mr. Cooper moved approval for public comment. Mr. Ledbetter seconded the motion. The motion was adopted unanimously.

Consideration of Final Approval: Proposed Revisions of Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program

Bill Goff was recognized to present this item. Mr. Goff noted a typo correction in Section 3.10 that references the code cite. The cite should be Act 798 or Ark. Code Ann. § 6-13-1001. Mr. Cooper moved adoption for final approval with the indicated revision. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Consideration of Final Approval: Proposed Revisions to the Arkansas Department of Education Rules Governing Reimbursement by School Districts for Election Expenses

Bill Goff was recognized to present this item. There was no discussion on this Rule. Dr. Mays moved approval for final adoption. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Rules Governing the Calculation of Arkansas Smart Core Incentive Funding

Bill Goff was recognized to present this item. There was no discussion on this rule. Mr. Ledbetter moved approval for final adoption. Ms. Newton seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation

Tripp Walter was recognized to present this item. Mr. Walter summarized comments about the Rule and the changes that were made as a result of public comment. Mr. Cooper moved approval for final adoption. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Revised Rules Governing the Waiver of Earnings Limitation under Arkansas Teacher Retirement System

Beverly Williams was recognized to present this item. Ms. Williams reported that there were no comments during the public review of this Rule. Mr. Cooper moved approval for final adoption. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Rules Governing Incentives for Teacher Recruitment and Retention in High Priority Districts with an Average Daily Membership of 1,000 or Fewer

Beverly Williams was recognized to present this item. Ms. Williams reported that no one attended the public comment and one written comment was received from an ADE staff member. Dr. Williams asked if there were any exceptions to the 1,000 maximum school size. Dr. Kimbrell stated that the 1,000 figure is part of the authorizing legislation, but there is one exception that involves districts that voluntarily annex or consolidate. Mr. Ledbetter asked if funds were appropriated to support this Rule. Ms. Williams answered yes. Ms. Williams stated that she is currently not aware of the exact amount that was not expended from the previous year. Mr. Goff added that any funds not expended would have to be re-appropriated to be eligible for carry over to the new fiscal year. Ms. Gullett asked about criteria for students who qualify for free/reduced price school lunches. Mr. Goff responded that there is a very exacting formula for determining eligibility. Mr. Ledbetter asked if those funds were underutilized. Mr. Goff responded that elementary students usually respond well; however, high school students often do not complete the paperwork to qualify, thus some funds go unclaimed.

Ms. Gullett moved approval for final adoption. Ms. Newton seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Proposed Rules Governing Arkansas Public Charter Schools and Rules Governing Limited Public Charter Schools

Dr. Mary Ann Brown was recognized to present this item. Ms. Burrow asked for a definition of a limited charter school. Dr. Brown stated that limited charters have fewer waivers and thus these are not very appealing to local districts. She noted that at this time there have been no applications for a limited charter. Dr. Williams asked if a limited district charter might be like a district conversion. Dr. Brown emphasized that the idea of limited waivers would probably steer a local district to consider a conversion charter as opposed to a limited charter.

Ms. Burrow asked if a district could propose a district-wide conversion. Dr. Brown responded it could be done.

Ms. Gullett cited a recent newspaper story highlighting research by the University of Arkansas that was very pro charter schools. She asked how an individual or the Board could get data about charters such as free/reduced meals, poverty index, or other data that might compare the charter to local school districts. Dr. Brown stated that such data are collected on the annual school report for each school in the state including charter schools.

Dr. Mays cited concern for the proposed lease agreement forms and the conditions that are imposed on lease agreements. He stated that the agreement form contained in the appendix has generalities that may or may not include all the aspects of a lease agreement that would be included to make a sound decision. He asked if the Board has the authority to ask for additional

documentation on lease agreements. He opined that in the past there was obvious nepotism and any lease agreement should be detailed enough to expose such proposals. Tripp Walter stated that one function of the General Counsel's Office was to review all the lease agreements and inform the Board when such concerns are observed.

Mr. Ledbetter moved approval of final adoption of Rules Governing Public Charter Schools. Ms. Newton seconded the motion. The motion was adopted unanimously.

Dr. Mays moved approval of final adoption of Rules Governing Limited Public Charter Schools. Mr. Ledbetter seconded the motion. The motion was adopted unanimously.

Dr. Williams stated that the Office of Educational Policy (OEP) at the University of Arkansas has prepared a report on charter schools that might prove informative prior to the review of the next round of charter application. He suggested this report might be contained in a work session prior to the next meeting. Ms. Gullett stated that the research from OEP has been questioned by other informed groups and that there are opposing views. Ms. Gullett stated that it is her opinion that OEP is very pro charter schools and their reporting does not provide a balanced approach. Mr. Ledbetter observed that the next meeting will be very compressed due to the joint session and he does not believe that compressing the report or reports into a 15 minute time slot would be productive. He suggested sending any reports to the Board for personal review prior to the next meeting.

The Chair declared the meeting adjourned. The meeting adjourned at 11:05 a.m.

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

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
OCTOBER 31, 2009**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of October 2009.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2009
<i>I. Financial Obligation</i>	<p>As of September 30, 2009, State Foundation Funding payments paid for FY 09/10 totaled \$10,152,302 to LRSD, \$6,165,698 to NLRSD, and \$7,812,518 to PCSSD. The Magnet Operational Charge paid as of September 30, 2009, was \$2,663,866. The allotment for FY 09/10 was \$14,651,264. M-to-M incentive distributions for FY 09/10 as of September 30, 2009, were \$442,991 to LRSD, \$671,886 to NLRSD, and \$1,061,401 to PCSSD. In March 2009, General Finance made the second one-third payment to the Districts for their FY 08/09 transportation budget. In September 2009, General Finance made the last one-third payment to the Districts for their FY 08/09 transportation budget. As of September 30, 2009, transportation payments for FY 08/09 totaled \$4,236,159.97 to LRSD, \$1,300,628.11 to NLRSD, and \$3,482,736.87 to PCSSD. In September 2009, General Finance made the first one-third payment to the Districts for their FY 09/10 transportation budget. As of September 30, 2009, transportation payments for FY 09/10 totaled \$1,389,350 to LRSD, \$443,807.63 to NLRSD, and \$1,114,952.61 to PCSSD. In March 2009, a bid for 16 new Magnet and M-to-M buses was awarded to Central States Bus Sales. The buses for the LRSD include 8 - 65 passenger buses for \$65,599 each. The buses for the NLRSD include 2 - 65 passenger buses for \$65,599 each. The buses for the PCSSD include 6 - 65 passenger buses for \$65,599 each. In August 2009, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,049,584. In July 2009, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 09/10. In July 2009, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 09/10.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2009
<i>II. Monitoring Compensatory Education</i>	On July 9, 2009, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Recent news articles about the desegregation case were discussed. One article stated that on May 19, Arkansas Attorney General Dustin McDaniel and Arkansas Assistant Attorney General Scott Richardson filed a motion asking U.S. District Judge Brian Miller to schedule court hearings on the requests for unitary status by the North Little Rock and Pulaski County Special school districts. The next Implementation Phase Working Group Meeting is scheduled for October 8, 2009 at 1:30 p.m. in room 201-A at the ADE.
<i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	In July 2007, 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 86 th Legislative Session, and any new ADE rules or regulations.
<i>V. Commitment to Principles</i>	On October 12, 2009, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of September.
<i>VI. Remediation</i>	On October 7, 2009, from 9-11:30 a.m. the Arkansas Department of Education provided videoconference training including English Language Development Assessment (ELDA) Score Interpretation with Dr. Mike Bunch of Measurement Inc. (MI). Other topics discussed were: Preparing for the administration of the 2010 ELDA with Dr. Ellen Treadway of the ADE; New data fields in APSCN with Dr. Mike Bunch of MI; New English Language Proficiency Curriculum Framework documents with Dr. Ellen Treadway; and Using the ADE LEP Curriculum and Instruction Information Web page (http://arkansased.org/teachers/curriculum.html) with Dr. Andre Guerrero, ADE. From 1-3 p.m. the Arkansas Department of Education held a Title III Coordinators Meeting with Dr. Andre Guerrero and Dr. Ellen Treadway. ADE Topics discussed were: ELDA score interpretation; Title III Annual Measureable Achievement Objectives; Title III ACSIP requirements with Kath Lavender of the ADE; ELL exit criteria; New English Language Proficiency Curriculum Framework documents; and Using the ADE LEP Curriculum and Instruction Information Web page (http://arkansased.org/teachers/curriculum.html).

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2009																																																								
<i>VI. Remediation (Continued)</i>	<p>During the week of October 12 the Arkansas Department of Education provided one full day of training at the Holiday Inn Airport on Alternate Portfolio for district and school personnel. Topics discussed were: Updates on 2009-2010 portfolios; Going forward for 2009-2010, Myths and Truths; Back to Basics; Activities and Resources for portfolios at all tested grades; and Scoring Portfolios.</p> <p>During the week of October 19 the Arkansas Department of Education provided one full day of training at the Holiday Inn Airport on EOC & grade 11 Literacy Scoring.</p>																																																								
<i>VII. Test Validation</i>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.																																																								
<i>VIII. In-Service Training</i>	Tri-District Staff Development meetings were held on May 12 for the NLRSD, May 19 for the PCSSD and May 21, 2009 for the LRSD. The meetings took place at the Arch Ford Education Building. Staff from PCSSD, NLRSD, LRSD and the ADE attended. One goal for the meetings was to determine which administrators should be contacted for specific professional development purposes, and the preferred protocols for communication. There was discussion about how Tri-District specialists can support a district-led design that builds capacity and a systems approach for professional learning. The ADE asked staff from each school district to suggest ways the ADE could support district and school goals.																																																								
<i>IX. Recruitment of Minority Teachers</i>	In July 2009, ADE Professional Licensure mailed a list of Spring 2009 minority teacher graduates from Arkansas colleges and universities to the three Pulaski County school districts.																																																								
<i>X. Financial Assistance to Minority Teacher Candidates</i>	<p>Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2008-2009 on February 26, 2009. 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:</p> <table><tr><td>STAR</td><td>Male</td><td>Male</td><td>Female</td><td>Female</td><td>Total</td><td>Total</td></tr><tr><td>Race</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td></tr><tr><td>White</td><td>47</td><td>171,000</td><td>258</td><td>1,018,627</td><td>305</td><td>1,189,627</td></tr><tr><td>Black</td><td>3</td><td>6,000</td><td>28</td><td>121,500</td><td>31</td><td>127,500</td></tr><tr><td>Hispanic</td><td></td><td></td><td>2</td><td>12,000</td><td>2</td><td>12,000</td></tr><tr><td>Asian</td><td>1</td><td>6,000</td><td>2</td><td>9,000</td><td>3</td><td>15,000</td></tr><tr><td>Other</td><td>2</td><td>6,000</td><td>4</td><td>15,000</td><td>6</td><td>21,000</td></tr><tr><td>Totals</td><td>53</td><td>189,000</td><td>294</td><td>1,176,127</td><td>347</td><td>1,365,127</td></tr></table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	47	171,000	258	1,018,627	305	1,189,627	Black	3	6,000	28	121,500	31	127,500	Hispanic			2	12,000	2	12,000	Asian	1	6,000	2	9,000	3	15,000	Other	2	6,000	4	15,000	6	21,000	Totals	53	189,000	294	1,176,127	347	1,365,127
STAR	Male	Male	Female	Female	Total	Total																																																			
Race	Count	Award	Count	Award	Count	Award																																																			
White	47	171,000	258	1,018,627	305	1,189,627																																																			
Black	3	6,000	28	121,500	31	127,500																																																			
Hispanic			2	12,000	2	12,000																																																			
Asian	1	6,000	2	9,000	3	15,000																																																			
Other	2	6,000	4	15,000	6	21,000																																																			
Totals	53	189,000	294	1,176,127	347	1,365,127																																																			

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2009																																																																																																									
<i>X. Financial Assistance to Minority Teacher Candidates (Continued)</i>	<p>The scholarship awards for MTS are as follows:</p> <table><tr><td>MTS</td><td>Male</td><td>Male</td><td>Female</td><td>Female</td><td>Total</td><td>Total</td></tr><tr><td>Race</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td></tr><tr><td>Black</td><td>9</td><td>27,500</td><td>37</td><td>132,710</td><td>46</td><td>160,210</td></tr><tr><td>Hispanic</td><td></td><td></td><td>10</td><td>27,500</td><td>10</td><td>27,500</td></tr><tr><td>Asian</td><td>1</td><td>5,000</td><td>2</td><td>7,500</td><td>3</td><td>12,500</td></tr><tr><td>Native Amer</td><td></td><td></td><td>1</td><td>5,000</td><td>1</td><td>5,000</td></tr><tr><td>Totals</td><td>10</td><td>32,500</td><td>50</td><td>172,710</td><td>60</td><td>205,210</td></tr></table> <p>The scholarship awards for MMF are as follows:</p> <table><tr><td>MMF</td><td>Male</td><td>Male</td><td>Female</td><td>Female</td><td>Total</td><td>Total</td></tr><tr><td>Race</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td></tr><tr><td>Black</td><td>4</td><td>15,000</td><td>59</td><td>213,750</td><td>63</td><td>228,750</td></tr><tr><td>Hispanic</td><td>1</td><td>3,750</td><td>1</td><td>1,250</td><td>2</td><td>5,000</td></tr><tr><td>Asian</td><td></td><td></td><td>3</td><td>13,750</td><td>3</td><td>13,750</td></tr><tr><td>Native Amer</td><td></td><td></td><td>3</td><td>5,000</td><td>3</td><td>5,000</td></tr><tr><td>Other</td><td></td><td></td><td>1</td><td>6,250</td><td>1</td><td>6,250</td></tr><tr><td>Totals</td><td>5</td><td>18,750</td><td>67</td><td>240,000</td><td>72</td><td>258,750</td></tr></table>	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	9	27,500	37	132,710	46	160,210	Hispanic			10	27,500	10	27,500	Asian	1	5,000	2	7,500	3	12,500	Native Amer			1	5,000	1	5,000	Totals	10	32,500	50	172,710	60	205,210	MMF	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	4	15,000	59	213,750	63	228,750	Hispanic	1	3,750	1	1,250	2	5,000	Asian			3	13,750	3	13,750	Native Amer			3	5,000	3	5,000	Other			1	6,250	1	6,250	Totals	5	18,750	67	240,000	72	258,750
MTS	Male	Male	Female	Female	Total	Total																																																																																																				
Race	Count	Award	Count	Award	Count	Award																																																																																																				
Black	9	27,500	37	132,710	46	160,210																																																																																																				
Hispanic			10	27,500	10	27,500																																																																																																				
Asian	1	5,000	2	7,500	3	12,500																																																																																																				
Native Amer			1	5,000	1	5,000																																																																																																				
Totals	10	32,500	50	172,710	60	205,210																																																																																																				
MMF	Male	Male	Female	Female	Total	Total																																																																																																				
Race	Count	Award	Count	Award	Count	Award																																																																																																				
Black	4	15,000	59	213,750	63	228,750																																																																																																				
Hispanic	1	3,750	1	1,250	2	5,000																																																																																																				
Asian			3	13,750	3	13,750																																																																																																				
Native Amer			3	5,000	3	5,000																																																																																																				
Other			1	6,250	1	6,250																																																																																																				
Totals	5	18,750	67	240,000	72	258,750																																																																																																				
<i>XI. Minority Recruitment of ADE Staff</i>	The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the changes have been made.																																																																																																									
<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.																																																																																																									
<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.																																																																																																									
<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.																																																																																																									
<i>XV. Standardized Test Selection to Determine Loan Forgiveness</i>	Goal completed as of March 2001.																																																																																																									
<i>XVI. Monitor School Improvement Plans</i>	On October 2, 2009, ADE staff met with Letitia Martin, Federal Coordinator and Debbie Rozzell, District Parent Facilitator to review the North Little Rock School District ACSIP plan for parental involvement. Staff discussed several ways the district had indicated compliance in the plan. Suggestions were made for several actions that better resemble what the district is doing to provide parental involvement to the betterment of the students in the district. These actions will be sent in as adjustments or added to the plan. Private School Intervention and the documentation for it were also reviewed.																																																																																																									

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2009
<i>XVII. Data Collection</i>	<p>In March of 2009, the ADE Office of Public School Academic Accountability released the 2008 Arkansas School Performance Report (Report Card). The following changes were made to the Report Card this year: SAT-10 Norm Referenced Test was combined with state-mandated criterion-referenced testing to form the Augmented Benchmark Examinations for year 2007-08; Benchmark scores have been added for End-of-Course Biology and science in grades 5 and 7; Arkansas state average scores on the National Assessment for Educational Progress (NAEP) in fourth and eighth grade literacy and mathematics were added; district compliance with the requirement to provide textbooks for all pupils was added; the standard four-year adjusted cohort high school graduation rate for Arkansas recommended by the National Governor's Association was used in the State section; the gain index was added at the top of each school page inside the image of a yellow pencil. Arkansas Code Annotated §6-15-2102, requires that each school be identified as being in one of five category levels based on the annual improvement gains in student scores. Student growth is based upon changes in student performance levels across two adjacent years. For each school, the annual improvement gain index is the average of all value-added points across all students for literacy and math in grades 3 - 8 within the school. The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF OCTOBER 31, 2009
<i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i>	<p>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.</p>

NEWLY EMPLOYED FOR THE PERIOD OF October 1, 2009 – October 31, 2009

Steven Bradberry – Maintenance Technician, Grade C113, Division of Fiscal and Administrative Services, Central Administration, effective 10/12/09. (Extra Help)

*Amie Washington – Administrative Specialist II, Grade C109, Division of Fiscal and Administrative Services, Child Nutrition, effective 10/12/09.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF October 1, 2009 – October 31, 2009

Amanda Peebles – from Public School Program Advisor, Grade C122, Division of Learning Services, Gifted and Talented, to Public School Program Coordinator, Grade C123, Division of Learning Services, Gifted and Talented, effective 10/19/09.

Vernon Robertson – from Area Project Manager, Grade C123, Division Public School Academic Facilities and Transportation (DPSAFT), to ADE Academic Facilities Senior Project Administrator, Grade C126, DPSAFT, effective 10/05/09.

SEPARATIONS FOR THE PERIOD OF October 1, 2009 – October 31, 2009

Melanie Bradford – Public School Program Advisor, Grade C122, Division of Research and Technology, effective 10/30/09. 35 years, 2 months, 19 days. Code: 01

*Melanie Yelder – Teacher Housing Director, Grade N901, Teaching Housing Development Foundation, effective 10/02/09. 0 years, 2 months, 18 days. Code: 01

*Minority

AASIS Code:

01 – Voluntary Termination

Waivers Requested for Teachers Teaching Out of Area
November 2009

LEA	District	# Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
1701	Alma School District	3	Alexander, Jamie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Green, Sara	Business Tech	200	Mathematics 7-12	09-10	Denied
			Painter, Kelly	Gen Sci/Biology/ Health/ PE/ Coaching	230	Sp Education Instructional Specialist 4-12	09-10	Granted
6092	Ark. School For The Deaf	5	Bryant, Karen	Elem 1-6, Special Ed Hearing Specialist P-12	002	English/Language/Social Studies 4-8	08-09, 09-10	Denied
			Hogue, Jared	Middle Level Education	200	Mathematics 7-12	09-10	Denied
			Jones, Angela	Special Education Hearing Specialist P-12	002	English/Language/Social Studies 4-8	08-09, 09-10	Granted
			Shields, Sheila	ECE P-4, Elementary K-6	002	English/Language/Social Studies 4-8	09-10	Denied
			Shields, Sheila	ECE P-4, Elementary K-6	168	Science/Mathematics 4-8	09-10	Denied
			Crawley, Sandy	PE, Social Studies, Spec Ed P-12	320	Curr/Program Adm/Sped P-12	08-09, 09-10	Granted
1002	Arkadelphia School District	2	Rogers, Kelly	FACS	166	English/ Language/ Arts 7-12	09-10	Granted
			Hickmon, Charles R.	Physical Science	170	Life/Earth Science 7-12	09-10	Granted
			Moore, Justin Richard	Social Studies	293	Coaching 7-12	08-09, 09-10	Granted
7302	Beebe School District	3	Johnston, Dana	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
			Martin, Jackie	ECE P-4, Social Studies	295	Library Media Science P-8	09-10	Granted
			Martin, Jackie	ECE P-4, Social Studies	296	Library Media Science 7-12	09-10	Granted
0401	Bentonville School District	15	Birge, Michelle	Middle Level Education	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

0801 Berryville School District	8	Conner, Sonja	ECE P-4, Elem, MS Social Studies	299	Guidance & Counseling P-8	08-09, 09-10	Denied
		Conner, Sonja	ECE P-4, Elem, MS Social Studies	300	Guidance & Counseling 7-12	08-09, 09-10	Denied
		Ferguson, Roger	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
		Grisso, Debra	Middle Level Education	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
		Hagers, Jeff	Spanish	313	Building Administrator 7-12	08-09, 09-10	Denied
		Horton, Houston	English, Language Arts 7- 12	108	Journalism 7-12	08-09, 09-10	Granted
		Kinney, Tambie	Social Studies	300	Guidance & Counseling 7-12	07-08, 08-09, 09-10	Granted
		Knapp, Elizabeth	English	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Denied
		Lewis, Sharon	ECE P-4	312	Building Administrator P-8	08-09, 09-10	Denied
		Medley, Mary	ECE P-4, Middle Level Education	307	English As A Second Language P-8	09-10	Denied
		Mullican, Mary	ECE P-4, Spanish, 5th/6th Endorsement	307	English As A Second Language P-8	09-10	Denied
		Mullican, Mary	ECE P-4, Spanish, 5th/6th Endorsement	308	English As A Second Language 7-12	09-10	Denied
		Price, Erin	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
		Robertson, Susan	ECE P-4	200	Mathematics 7-12	07-08, 08-09, 09-10	Denied
		Ashworth, Kirk	English	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted

	Dickey, Lisa	ECE P-4, ESL P-12	002	English/Language/Social Studies 4-8	08-09, 09-10	Denied
	Dickey, Lisa	ECE P-4, ESL P-12	168	Science/Mathematics 4-8	08-09, 09-10	Denied
	Kastleberg, Rebecca	Reading, Language	295	Library Media Science P-8	08-09, 09-10	Granted
	Kastleberg, Rebecca	Reading, Language	296	Library Media Science 7-12	08-09, 09-10	Granted
	Skelton, Christy	Agri Science	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Standlee, Jonie	ESL, Social Studies, French	299	Guidance & Counseling P-8	08-09, 09-10	Granted
	Standlee, Jonie	ESL, Social Studies, French	300	Guidance & Counseling 7-12	08-09, 09-10	Granted
	Hughes, Ashley	ECE P-4	305	Gifted & Talented P-8	09-10	Granted
	Hughes, Ashley	ECE P-4	306	Gifted & Talented 7-12	09-10	Granted
	Clemmons, Mark	Bldg. Level Admin, Music P-12	321	Curr/Program Adm/Curr P-8	09-10	Granted
	Clemmons, Mark	Bldg. Level Admin, Music P-12	322	Curr/Program Adm/Curr 7-12	09-10	Granted
	Tompkins, Shelia	Elem 1-6	201	Art P-8	09-10	Granted
	Haustein, Katrina	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
	Whitley, Brooke	Elem 1-6, MS Science	001	Early Childhood P-4	09-10	Denied
	Wickerham, Kylie	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
	Astin, Allison	Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10	Granted
	Bridges, Lori	Elem 1-6	312	Building Administrator P-8	09-10	Granted
	Brooks, Debbie	Elem 1-6, MS Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
3001 Bismarck School District			2			
4201 Booneville School District			2			
3701 Bradley School District			1			
1605 Buffalo Is. Central Sch. Dist.			3			
4304 Cabot School District			26			

Waivers Requested for Teachers Teaching Out of Area
November 2009

Bryan, Karen	Elementary 1-6, MS Social Studies	305	Gifted & Talented P-8	09-10	Granted
Bryan, Karen	Elementary 1-6, MS Social Studies	306	Gifted & Talented 7-12	09-10	Granted
Collins, Stephanie	Elementary 1-6, MS Social Studies, Special Ed K-12	295	Library Media Science P-8	09-10	Granted
Collins, Stephanie	Elementary 1-6, MS Social Studies, Special Ed K-12	296	Library Media Science 7-12	09-10	Granted
Conant, Michele	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	07-08, 08-09, 09-10	Granted
Foster, Gladys	Social Studies, FACS ECE P-4, Middle Level Education	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
Haar, Terri	ECE P-4, Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10	Granted
Hanna, Casey	ECE P-4, Middle Level Education	312	Building Administrator P-8	09-10	Granted
Hill, Bethany	ECE P-4, Elem 1-6	312	Building Administrator P-8	09-10	Granted
Jamison, Jackie	English 7-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted
Jennings, Sherri	ECE P-4, Elem 1-6	312	Building Administrator P-8	09-10	Granted
Laney, Katherine	Elem 1-6, Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10	Granted
Paladino, Amanda	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
Rich, Renee	ECE P-4, Social Studies 7 12, MS Language arts/Social Studies	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
Smith, Jacob	Life/Earth Science, Coaching	312	Building Administrator P-8	09-10	Granted
Sowell, Pam	ECE P-4, Elem K-6, Special Ed K-12	295	Library Media Science P-8	07-08, 08-09, 09-10	Granted
Sowell, Pam	ECE P-4, Elem K-6, Special Ed K-12	296	Library Media Science 7-12	07-08, 08-09, 09-10	Granted

Cabot School District
Continued

Waivers Requested for Teachers Teaching Out of Area
November 2009

4901	Caddo Hills School District	2	Thurman, Tara	Elem K-6, Special Ed P-12	305	Gifted & Talented P-8	09-10	Granted
			Thurman, Tara	Elem K-6, Special Ed P-12	306	Gifted & Talented 7-12	09-10	Granted
			Trammell, Mary Beth	Elem 1-6, MS Social Studies	305	Gifted & Talented P-8	09-10	Granted
			Trammell, Mary Beth	Elem 1-6, MS Social Studies	306	Gifted & Talented 7-12	09-10	Granted
			Verkler, Dawn	Elem 1-6, Special Ed K-12	312	Building Administration P-8	09-10	Granted
			Whitley, Cassandra	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
5204	Camden Fairview School District	8	Harris, Kathryn	Music K-12	201	Art P-8	09-10	Granted
			Harris, Kathryn	Music K-12	202	Art 7-12	09-10	Granted
			Bryant, Sarah	ECE P-4	107	Grade 5/6 Endorsement (P-4)	08-09, 09-10	Denied
			Cole, Robin	Secondary Principal	305	Gifted & Talented P-8	09-10	Denied
			Cole, Robin	Secondary Principal	306	Gifted & Talented 7-12	09-10	Denied
			Cooper, Tanneisha	ECE P-4	230	Sp Education Instructional Specialist 4-12	04-08, 08-09, 09-10	Denied
	Camden Fairview School District Continued		Simmons, Karey	Elem 1-6	305	Gifted & Talented P-8	08-09, 09-10	Denied
			Simmons, Karey	Elem 1-6	306	Gifted & Talented 7-12	08-09, 09-10	Denied
			Smith, Douglas	PW/Wellness/Leisure	168	Science/Mathematics 4-8	09-10	Granted
			Vaughn, Michelle	Special Ed P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Toon, Cheryl	Elem K-6	166	English/ Language/ Arts 7-12	08-09, 09-10	Granted
			Villalba, Eric	Science, Math, Spanish	167	Social Studies 7-12	09-10	Granted
1305	Cleveland County School District	1	Knoedl, Tristan	PE/Wellness/Leisure, Coaching	167	Social Studies 7-12	09-10	Granted
7102	Clinton School District	2	Alexander, Brandy	Reading K-12, Middle Level Education	299	Guidance & Counseling P-8	09-10	Granted
			Alexander, Brandy	Reading K-12, Middle Level Education	300	Guidance & Counseling 7-12	09-10	Granted
1201	Concord School District	1	Teague, Dale	Business Ed, Chemistry, Science	170	Life/Earth Science 7-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

0302	Cotter School District	5	Franks, Deanna	Elementary 1-6, MS Social Studies	215	Family & Consumer Sciences 7-12	09-10	Granted
			Jaeger, Christine	Elem K-6	295	Library Media Science P-8	08-09, 09-10	Granted
			Manns, Amelia	FACS 4-8	296	Library Media Science 7-12	09-10	Granted
			Springfield, Monica	Elem P-8	305	Gifted & Talented P-8	08-09, 09-10	Granted
			Springfield, Monica	Elem P-8	306	Gifted & Talented 7-12	08-09, 09-10	Granted
2601	Cutter-Morning Star Sch. Dist.	2	Gadberry, Sheila	Business Technology	299	Guidance & Counseling P-8	09-10	Granted
			Gadberry, Sheila	Business Technology	300	Guidance & Counseling 7-12	09-10	Granted
5501	Delight School District	4	Mooreman, Rachael	English	114	Speech Endorsement 7-12	09-10	Granted
			Morris, Cassandra	Social Studies	236	Physical Education, Wellness & Leisure 7-12	09-10	Granted
			Morris, Cassandra	Social Studies	293	Coaching 7-12	08-09, 09-10	Denied
			Slatton, Terri	G/T, Social Studies	113	Drama Endorsement 7-12	09-10	Denied
5901	Des Arc School District	2	Holland, Cheryl	Elem K-6, MS Social Studies	305	Gifted & Talented P-8	08-09, 09-10	Granted
			Holland, Cheryl	Elem K-6, MS Social Studies	306	Gifted & Talented 7-12	08-09, 09-10	Granted
	Division of Youth Services - Jonesboro	1	Washington, George	Business Ed	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
5802	Dover School District	2	LaRue, James	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			LaRue, James	ECE P-4, Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
2202	Drew Central School District	1	Hilton, Sarah	Elem 1-6	230	Sp Education Instructional Specialist 4-12	09-10	Granted
1802	Earle School District	4	Jefferson, Jessica	ECE P-4, Elem K-6	299	Guidance & Counseling P-8	08-09, 09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

7203 Fayetteville School District	5	Jefferson, Jessica	ECE P-4, Elem K-6	300	Guidance & Counseling 7-12	08-09, 09-10	Granted
		Watson, Felicia	Middle Level Education, Secondary Math	299	Guidance & Counseling P-8	07-08, 08-09, 09-10	Granted
		Watson, Felicia	Middle Level Education, Secondary Math	300	Guidance & Counseling 7-12	07-08, 08-09, 09-10	Granted
		Bartholomew, Kori	ECE P-4, Elem.	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Finley, Cari	ECE P-4, ESL P-12	107	Grade 5/6 Endorsement (P-4)	09-10	Granted
4501 Flippin School District	1	Mobley, Mandy	Middle Level Education	200	Mathematics 7-12	07-08, 08-09, 09-10	Granted
		Williams, Katie	ECE P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Williams, Katie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
		Smith, Shelena	Life/Earth Science, General Science	300	Guidance & Counseling 7-12	07-08, 08-09, 09-10	Granted
	3	Curry, Deborah	ECE P-4, Elem K-6, Reading P-8	002	English/Language/Social Studies 4-8	09-10	Granted
4102 Foreman School District	5	Rice, Nikki	English Language Arts	295	Library Media Science P-8	08-09, 09-10	Granted
		Rice, Nikki	English Language Arts	296	Library Media Science 7-12	08-09, 09-10	Granted
		Larimore, Charlotte	English/Language Arts 7-12	300	Guidance & Counseling 7-12	09-10	Denied
		Rogers, Danna	Language Arts 6-8, Elem 1-6	203	Vocal Music P-8	09-10	Denied
		Rogers, Danna Smith, Brandi	Language Arts 6-8, Elem 1-6 ECE P-4	205 107	Instrumental Music P-8 Grade 5/6 Endorsement (P-4)	09-10 09-10	Denied Granted
		Ward, Lucy	Trans Math, Middle Level Education	200	Mathematics 7-12	07-08, 08-09, 09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

6201	Forrest City School District	2	Murphy, Bettina	Elementary 1-6, Bldg. Adm. P-8	305	Gifted & Talented P-8	08-09, 09-10	Granted
			Murphy, Bettina	Elementary 1-6, Bldg. Adm. P-8	306	Gifted & Talented 7-12	08-09, 09-10	Granted
4602	Genoa Central School District	1	Hudson, Tricia	Middle School English	002	English/Language/Social Studies 4-8	09-10	Granted
0803	Green Forest School District	3	Alexander, Rebecca	ECE P-4, ESL P-12	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
			Flippo, Trixie Roxanne	ECE P-4	166	English/ Language/ Arts 7-12	08-09, 09-10	Denied
			King, Rebecca	FACS, C.O., Guidance Counseling 4-12	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
2807	Greene Co. Tech School Dist.	1	Parrish, Katie	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
2304	Guy-Perkins School District	1	Loomis, Kathy	Elem 1-6, Art P-12, Business Tech	002	English/Language/Social Studies 4-8	09-10	Granted
6304	Harmony Grove School District	1	Kelly, Brandon	PE/Wellness/Leisure, Coaching, Driver's Ed	169	Physical /Earth Science 7-12	09-10	Granted
6604	Hartford School District	4	Harris, Carolyn	ECE P-4, Middle Level Education, Bldg. Admin P-8	299	Guidance & Counseling P-8	09-10	Granted
			Harris, Carolyn	ECE P-4, Middle Level Education, Bldg. Admin P-8	300	Guidance & Counseling 7-12	09-10	Granted
			Morris, James David	Life/Earth Science, Physical/Earth Science	002	English/Language/Social Studies 4-8	09-10	Granted
			Morris, James David	Life/Earth Science, Physical/Earth Science	168	Science/Mathematics 4-8	09-10	Granted
1202	Heber Springs School District	2	Jernigan, Traci	Instrumental Music	203	Vocal Music P-8	07-08, 08-09, 09-10	Granted
			Jernigan, Traci	Instrumental Music	204	Vocal Music 7-12	07-08, 08-09, 09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

5403	Helena/ W.Helena School Dist.	1	Williams, Willie C	Science, Biology, Chemistry, Secondary Principal,	311	District Administrator P-12	09-10	Granted
2603	Hot Springs School District	10	Evans, William	Instrumental Music	295	Library Media Science P-8	08-09, 09-10	Granted
			Evans, William	Instrumental Music	296	Library Media Science 7-12	08-09, 09-10	Granted
			Roberson, Carol	Elementary K-6	295	Library Media Science P-8	08-09, 09-10	Granted
			Roberson, Carol	Elementary K-6	296	Library Media Science 7-12	08-09, 09-10	Granted
			Snider, Amy	Elementary 1-6	299	Guidance & Counseling P-8	09-10	Granted
			Snider, Amy	Elementary 1-6	300	Guidance & Counseling 7-12	09-10	Granted
			Willis, Donna	Elementary K-6	295	Library Media Science P-8	08-09, 09-10	Granted
			Willis, Donna	Elementary K-6	296	Library Media Science 7-12	08-09, 09-10	Granted
			Wingfield, Suanna	English 7-12	299	Guidance & Counseling P-8	09-10	Granted
			Wingfield, Suanna	English 7-12	300	Guidance & Counseling 7-12	09-10	Granted
3306	Izard Co. Cons. School Dist.	1	Herron, Michele	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
5102	Jasper School District	2	Davidson, Casey	ECE P-4	200	Mathematics 7-12	09-10	Granted
2604	Jessieville School District	2	Moss, Steven Michael	PE/Health 7-12	293	Coaching 7-12	09-10	Granted
			Holick, Susan	Elem 1-6, Reading P-8	203	Vocal Music P-8	09-10	Denied
			Picking, Eddie	ECE P-4	299	Guidance & Counseling P-8	09-10	Denied
1608	Jonesboro School District	3	Cobbs, Charles	Secondary Principal, Life/Earth Science	311	District Administrator P-12	08-09, 09-10	Granted
			Moore, Jeremy	Coaching, English, Driver's Ed	228	Physical Education/Wellness/Leisure 7-12	09-10	Granted
			Nelson, Tara	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
0903	Lakeside School District - Chicot County	2	Andrews, Michelle	Elementary 1-6	305	Gifted & Talented P-8	08-09, 09-10	Granted
			Andrews, Michelle	Elementary 1-6	306	Gifted & Talented 7-12	08-09, 09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

2606 Lakeside School District - Garland County	4	Allard, Julie	Life/Earth Science, Chemistry	169	Physical /Earth Science 7-12	09-10	Denied
		Cordero, Alicia	Ece P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Grant, Regina	Business Education	114	Speech Endorsement 7-12	09-10	Denied
		Parker, Linda	Life/Earth Science, Chemistry	236	Physical Education, Wellness & Leisure 7-12	09-10	Denied
0506 Lead Hill School District	10	Duncan, Joyce	ECE P-4, MS Math	305	Gifted & Talented P-8	08-09, 09-10	Denied
		Duncan, Joyce	ECE P-4, MS Math	306	Gifted & Talented 7-12	08-09, 09-10	Denied
		Hodges, Cyndi	ECE P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
						07-08, 08-09, 09-10	
		Hunter, Dulce	Special Education 4-12	231	Sp Ed Ech Inst Specialist P-4	09-10	Denied
		Krepps, Jacquelyn	ECE P-4	299	Guidance & Counseling P-8	09-10	Granted
		Krepps, Jacquelyn	ECE P-4	300	Guidance & Counseling 7-12	09-10	Granted
		Lynch, Brandon	PE/Wellness/Leisure, Coaching	168	Science/Mathematics 4-8	09-10	Granted
		Stahlman, Charles	Instrumental Music K-12	203	Vocal Music P-8	07-08, 08-09, 09-10	Denied
		Stahlman, Charles	Instrumental Music K-12	204	Vocal Music 7-12	07-08, 08-09, 09-10	Denied
		Watkins, Amber	Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Benderman, Glenn	PE/Wellness/Leisure P-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Snyder, Sandy	ECE P-4	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Denied
3904 Lee County School District	2	Savage, Audra	Language Arts 7-12	295	Library Media Science P-8	09-10	Granted
7205 Lincoln School District	2	Savage, Audra	Language Arts 7-12	296	Library Media Science 7-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

4301	Lonoke School District	1	Duncan, Kristen	ECE P-4		230	Sp Education Instructional Specialist 4-12	09-10	Granted
3003	Magnet Cove School Dist.	2	McCutcheon, Whitney	ECE P-4		230	Sp Education Instructional Specialist 4-12	09-10	Granted
			McCutcheon, Whitney	ECE P-4		231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
4712	Manila School District	2	Dawson, Melissa Baker	ECE P-4		295	Library Media Science P-8	08-09, 09-10	Granted
			Duffel, Christy	Middle Level Education		230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
1804	Marion School District	7	Beck, Beverly	Middle Level Education		230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Givens, Connie	Elementary 1-6, Special Education P-12		232	Sp Education Visual Specialist P-4	07-08, 08-09, 09-10	Granted
			Givens, Connie	Elementary 1-6, Special Education P-12		234	Sp Education Visual Specialist 4-12	07-08, 08-09, 09-10	Granted
			Ledezma, Maria	ECE P-4, ESL P-8		231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Parker, Stacy	Elementary 1-6		170	Life/Earth Science 7-12	09-10	Granted
			Randall, Wayne	PE/Wellness/Leisure		170	Life/Earth Science 7-12	09-10	Denied
			Rice, Kristi	MS Math, Elem 1-6		312	Building Administrator P-8	09-10	Granted
5604	Marked Tree School District	2	Corkran, Holly	Language Arts 7-12		114	Speech Endorsement 7-12	09-10	Granted
			Thompson, Annesa	Secondary Principal, Life/Earth Science		311	District Administrator P-12	09-10	Granted
5703	Mena School District	1	Bonner, Rachelle	ECE P-4, Social Studies		236	Physical Education, Wellness & Leisure 7-12	09-10	Denied
	Methodist Children's Home	4	Allinson, Paula	MS Math/Social Studies/Science, Elem 1-6		230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Martin, Teri	ECE P-4, MS Social Studies, Elem K-6		230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
			Risher, Staci	ECE P-4, Special Ed P-4		002	English/Language/Social Studies 4-8	09-10	Denied
			Risher, Staci	ECE P-4, Special Ed P-4		168	Science/Mathematics 4-8	09-10	Denied

Waivers Requested for Teachers Teaching Out of Area
November 2009

MiChild Friendship Care	1	Wade, Victoria	ECE P-4, Social Studies	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
3104 Mineral Springs School Dist.	3		ECE P-4, Elementary K-6, MS Social Studies, MS English, Reading, Curriculum Administrator	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
		Clemons, Jacque			Sp Education Instructional Specialist 4-12	09-10	Granted
		Coulter, Kayla Elam, Kristen	ECE P-4, Spec Ed P-4 Middle Level Education	230 209	Algebra I Endorsement 8	09-10	Granted
1704 Mulberry School District	3					07-08, 08-09, 09-10	Denied
		Broyles, Stan	Elementary 1-6	295	Library Media Science P-8		Denied
		Broyles, Stan Carlton, Sara	Elementary 1-6 ECE P-4	296 107	Library Media Science 7-12 Grade 5/6 Endorsement (P-4)	07-08, 08-09, 09-10 09-10	Denied Granted
6002 N. Little Rock School District	24	Austin, Amber	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Bell, Cynthia	English 7-12	114	Speech Endorsement 7-12	09-10	Granted
						07-08, 08-09, 09-10	
		Branaman, Dustin	Social Studies	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Brooks, Elizabeth	Spanish	305	Gifted & Talented P-8	09-10	Granted
		Brooks, Elizabeth	Spanish	306	Gifted & Talented 7-12	09-10	Granted
		Connor, Jennifer	Life/Earth Science	305	Gifted & Talented P-8	09-10	Granted
		Connor, Jennifer	Life/Earth Science	306	Gifted & Talented 7-12	09-10	Granted
						07-08, 08-09, 09-10	
		Dumas, Emily	Social Studies	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Evans, Amy	English	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Evans, Megan	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	09-10	Granted
						07-08, 08-09, 09-10	
		Gooch, Jeff	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

	Herring, Melissa	Elementary 1-6	305	Gifted & Talented P-8	08-09, 09-10	Granted
	Hughes-Johnson, Amanda	Middle Level Education	293	Coaching 7-12	08-09, 09-10	Granted
	Jones, Shelly	Middle Level Education	305	Gifted & Talented P-8	09-10	Granted
	Jones, Shelly	Middle Level Education	306	Gifted & Talented 7-12	09-10	Granted
	Larkin, Gina	Elementary P-6	295	Library Media Science P-8	08-09, 09-10	Granted
	Massery, Tiffany	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
No. Little Rock School District Continued	Mobley, Julie	Elementary 1-6, MS English	295	Library Media Science P-8	08-09, 09-10	Denied
	Murdaugh, Dottie	Special Ed K-12	002	English/Language/Social Studies 4-8	09-10	Granted
	Overman, Clint	PE/Wellness/Leisure	235	Physical Education, Wellness & Leisure P-8	09-10	Denied
	Phaup, Courtney	FACS	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
	Pogue, Sherry	Elementary 1-6, Elementary Principal	299	Guidance & Counseling P-8	09-10	Granted
	Pride, Anita	Elementary K-6	295	Library Media Science P-8	08-09, 09-10	Granted
	Starry, Cheryl	MS Language Arts/Social Studies, Media	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
1611 Nettleton School District 3	Gifford, Sarah	Elementary, Middle Level Education	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
	Gifford, Sarah	Elementary, Middle Level Education	231	Sp Ed Ech Inst Specialist P-4	07-08, 08-09, 09-10	Granted
	King, Bradley	Middle Level Education	209	Algebra I Endorsement 8	09-10	Granted
3403 Newport School District 5	Higginbottom, Katherine	Middle Level Education	295	Library Media Science P-8	07-08, 08-09, 09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

0304 Norfolk School District	9	Honey, Cynthia	ECE P-4, Elem K-6	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
		Howard, April	ECE P-4	230	Sp Education Instructional Specialist 4-12	09-10	Denied
		Kersey, Stacey	Middle Childhood Education	169	Physical /Earth Science 7-12	09-10	Granted
		Rhodes, Kimberlie	Middle Level Education	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
		Bennett, Kathleen	Elementary K-6	295	Library Media Science P-8	08-09, 09-10	Granted
		Bennett, Kathleen	Elementary K-6	296	Library Media Science 7-12	08-09, 09-10	Granted
		Bradbury, Stacey	English/Language Arts 7-12	105	Grade 5/6 Endorsement (English)	08-09, 09-10	Granted
		Cooper, Jessica	ECE P-4	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
		Cooper, Jessica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	07-08, 08-09, 09-10	Granted
		Hurst, Vicki	Mathematics 7-12	312	Building Administrator P-8	07-08, 08-09, 09-10	Granted
O.U.R. Cooperative	1	McNeely, Dena	PE K-12	168	Science/Mathematics 4-8	09-10	Granted
		Sanders, Theresa	ECE P-4	232	Sp Education Visual Specialist P-4	09-10	Granted
		Sanders, Theresa	ECE P-4	234	Sp Education Visual Specialist 4-12	09-10	Granted
		Grace, Andrea	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
		Dillon, Dawn	ECE P-4	107	Grade 5/6 Endorsement (P-4)	08-09, 09-10	Granted
0504 Omaha School District	4	Reiff, Jacki	Language Arts, Speech/Drama	108	Journalism 7-12	09-10	Granted
		Rylee, Christall	ECE P-4, 5/6 Endorsement	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Denied

Waivers Requested for Teachers Teaching Out of Area
November 2009

3005	Ouachita School District	2	Thomason, Pam	MS Social Studies	167	Social Studies 7-12	08-09, 09-10	Denied
			Joslin, Jwan	French, FACS	166	English/ Language/ Arts 7-12	09-10	Granted
			Joslin, Jwan	French, FACS	108	Journalism 7-12	09-10	Granted
6505	Ozark Mountain School District	7	Gilley, Kim	Middle School English/Social Studies	166	English/ Language/ Arts 7-12	08-09, 09-10	Granted
			Huskey, Micha	FACS, Life/Earth Science	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
			Knapp, Shelley	Middle Level Education	114	Speech Endorsement 7-12	08-09, 09-10	Denied
			Knapp, Shelley	Middle Level Education	166	English/ Language/ Arts 7-12	08-09, 09-10	Granted
			Luman, Courtney	Pending Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Luman, Courtney	Pending Middle Level Education	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Walter, Amberia	PE/Wellness/Leisure P- 12	169	Physical /Earth Science 7-12	09-10	Granted
4203	Paris School District	1	Binz, Amber	Social Studies 7-12	166	English/ Language/ Arts 7-12	09-10	Granted
0407	Pea Ridge School District	1	Curtis, Shannon	Social Studies	169	Physical /Earth Science 7-12	09-10	Granted
	Pinnacle Pointe/LRSD	1	Goodwin, Courtney	PE/Wellnes/Leisure	230	Sp Education Instructional Specialist 4-12	09-10	Granted
6103	Pocahontas School District	2	Jansen, Rebecca	English 7-12	167	Social Studies 7-12	09-10	Granted
			Washburn, Amanda	Agriculture Science	169	Physical /Earth Science 7-12	09-10	Granted
	Rainbow of Challenges, Inc.	1	Ward, Hannah	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Denied
1106	Rector School District	1	Russell, Tina	ECE P-4	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
0405	Rogers School District	10	Brown, Susan	ECE P-4, Grade 5/6 Endorsement, Middle Level Education	291	Sp Education Hearing Specialist P-4	08-09, 09-10	Granted
			Brown, Susan	ECE P-4, Grade 5/6 Endorsement, Middle Level Education	292	Sp Education Hearing Specialist 4-12	08-09, 09-10	Granted
			Donell, Lee	Social Studies	002	English/Language/Social Studies 4-8	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

Rogers School District Continued	Glenn, Amy	ECE P-4		231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
	Hollinger, Ruth	Special Ed P-4		230	Sp Education Instructional Specialist 4-12	09-10	Granted
	Jackson, Frankie	ECE P-4, ESL P-12		107	Grade 5/6 Endorsement (P-4)	09-10	Granted
	Kaylor, Kim	FACS 4-8,, 7-12		230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
	Orum, Nancy	Art P-12		305	Gifted & Talented P-8	09-10	Granted
	Taylor, Lindsey	Middle Childhood Education		230	Sp Education Instructional Specialist 4-12	07/08, 08-09, 09-10	Granted
	Zulpo, Candace	ECE P-4		107	Grade 5/6 Endorsement (P-4)	09-10	Granted
	Boswell, Amy	ECE P-4		230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
	Boswell, Amy	ECE P-4		231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Denied
	Boxell, Jeananne	Physical Education 7-12		230	Sp Education Instructional Specialist 4-12	09-10	Denied
5805 Russellville School District 16	Briggler, Siri (Hill)	ECE P-4		231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Denied
	Chatman, Cody	Social Studies		312	Building Administrator P-8	09-10	Denied
	Colling, Lu Ann	Special Ed P-4		230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
	Cox, Beverly	ECE P-4		307	English As A Second Language P-8	09-10	Granted
	Cox, Beverly	ECE P-4		308	English As A Second Language 7-12	09-10	Granted
	Drain, Lindsey	Elementary 1-6		305	Gifted & Talented P-8	09-10	Granted
	Drain, Lindsey	Elementary 1-6		306	Gifted & Talented 7-12	09-10	Granted
	Lowe, Samantha	Language Arts 7-12		230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Denied
	May, Lori Ann	ECE P-4		230	Sp Education Instructional Specialist 4-12	09-10	Granted
	McAlister, Terry	ECE P-4		307	English As A Second Language P-8	09-10	Granted
Russellville School District Continued							

Waivers Requested for Teachers Teaching Out of Area
November 2009

	McAlister, Terry	ECE P-4	308	English As A Second Language 7-12	09-10	Granted
	Wagner, Candace	MS Math	305	Gifted & Talented P-8	07-08, 08-09, 09-10	Denied
	Wagner, Candace	MS Math	306	Gifted & Talented 7-12	07-08, 08-09, 09-10	Denied
	Brown, Virginia	ECE P-4, Spec Ed P-4	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
6502 Searcy County School District 4	Harness, Misty (Ames)	Elem 1-6, Social Studies	236	Physical Education, Wellness & Leisure 7-12	07-08, 08-09, 09-10	Granted
	Millikin, Whitney	Life/Earth Science, Chemistry	200	Mathematics 7-12	09-10	Granted
	Welch, Tommy	Middle Level Education	167	Social Studies 7-12	05-06, 06-07, 07-08	Denied
	Jones, Dana	English 7-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted
7311 Searcy School District 1 2705 Sheridan School District 7	Hughes, Anesha	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
	Newman, Channon	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
	Smith, Dee Ann	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Smith, Dee Ann	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
Sheridan School District Continued	Smith, Dee Ann	Elem 1-6	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Smith, Dee Ann	Elem 1-6	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
	Watson, Krista Lynn	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
	Andrews, LeAnn	English 7-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted
1507 So. Conway Co. School District 4	Scroggins, Joseph	PE/Wellness/Leisure, Coaching	168	Science/Mathematics 4-8	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area
November 2009

7207 Springdale School District	11	Wilson, Monica	ECE P-4, Elem 1-6	305	Gifted & Talented P-8	07-08, 08-09, 09-10	Granted
		Wilson, Monica	ECE P-4, Elem 1-6	306	Gifted & Talented 7-12	07-08, 08-09, 09-10	Granted
		Barnes, Kathleen	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Colwell, Lisa	Business Education, Special Education P-4	230	Sp Education Instructional Specialist 4-12	08-10, 09-10	Granted
		Fox, Lindsey	PE/Wellness/Leisure	201	Art P-8	09-10	Granted
		Fox, Lindsey	PE/Wellness/Leisure	202	Art 7-12	09-10	Granted
		Hale, Sarah	Agricultural Science	170	Life/Earth Science 7-12	09-10	Granted
		Hardcastle, Heather	Middle Level Education, PE/Wellness/Leisure P-12	167	Social Studies 7-12	09-10	Granted
		Mathis, John Shannon	Special Education P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Meyers, Sandra	English, Speech/Drama	307	English As A Second Language P-8	09-10	Granted
		Meyers, Sandra	English, Speech/Drama	308	English As A Second Language 7-12	09-10	Granted
5206 Stephens School District	1	Proctor, Wanda	Special Education P-4	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
		Wesson, Allison	ECE P-4, Special Ed 4-12	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
		Joe, Amber	ECE P-4	107	Grade 5/6 Endorsement (P-4)	09-10	Granted
		Alford, Robbie	Business Tech	410	Career Academy Endorsement 7-12	09-10	Granted
		Crow, Tommie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
		Harris, Kelli	Agricultural Science & Technology	002	English/Language/Social Studies 4-8	09-10	Granted
		Kinney, Kelly	No license at this time	168	Science/Mathematics 4-8	09-10	Denied
		Metcalf, Skye	PE/Wellness/Leisure	001	Early Childhood P-4	09-10	Granted
		Pearson, Jerry Frank	PE/Wellness/Leisure, History endorsement	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
7009 Strong-Huttig School District	1						
4605 Texarkana School District	7						

Waivers Requested for Teachers Teaching Out of Area
November 2009

		Pierce, Shannon	Middle Childhood Education	295	Library Media Science P-8	07-08, 08-09, 09-10	Granted
		Vizueth, Catalina	Middle Childhood Education	200	Mathematics 7-12	09-10	Denied
5605	Trumann School District	Nance, Jay	Middle School Math/Science	209	Algebra I Endorsement 8	09-10	Denied
6806	Twin Rivers School District	Bartlett, Donna	Middle Level Education	200	Mathematics 7-12	09-10	Denied
		Cates, Cassandra	English (Missouri)	166	English/ Language/ Arts 7-12	09-10	Denied
		Schnack, Randolph	Middle Level Education	169	Physical /Earth Science 7-12	09-10	Denied
		Vincent, Linda	ECE P-4	295	Library Media Science P-8	09-10	Granted
		Vincent, Linda	ECE P-4	296	Library Media Science 7-12	09-10	Granted
7510	Two Rivers School District	Cunningham, Kerry	Principal K-12, ECE P-4, Elem K-6 Reading P-12	002	English/Language/Social Studies 4-8	09-10	Granted
		Cunningham, Kerry	Principal K-12, ECE P-4, Elem K-6 Reading P-12	168	Science/Mathematics 4-8	09-10	Granted
1705	Van Buren School District	Garner, Brian	Middle Level Education	169	Physical /Earth Science 7-12	08-09, 09-10	Denied
		Honeyman, Jason	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Denied
		Hulett, Laura	Middle Level Education, ESL	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Johnston, Pamela	ECE P-4	305	Gifted & Talented P-8	08-09, 09-10	Denied
		Johnston, Pamela	ECE P-4	306	Gifted & Talented 7-12	08-09, 09-10	Denied
		Lowrey, Michael	PE K-12, Coaching, PE/Wellness/Leisure 7-12, Career Academy Endorsement	167	Social Studies 7-12	09-10	Granted
		Pope, Kymberly	ECE P-4, Social Studies 7 12, Elem K-6	231	Sp Ed Ech Inst Specialist P-4	07-08, 08-09, 09-10	Denied
		Williams, John	Social Studies, Spec Ed P 12	312	Building Administrator P-8	09-10	Denied

Waivers Requested for Teachers Teaching Out of Area
November 2009

		Williams, John	Social Studies, Spec Ed P 12	313	Building Administrator 7-12	09-10	Denied	
5704	Van Cove School District	Hall, Krissy	Elem K-6	235	Physical Education, Wellness & Leisure P-8	09-10	Granted	
		Hall, Krissy	Elem K-6	305	Gifted & Talented P-8	09-10	Granted	
		Hall, Krissy	Elem K-6	306	Gifted & Talented 7-12	09-10	Granted	
		Holland, Rosemary	Elem K-6, Reading K-12	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted	
1204	West Side School District - Cleburne County	Haile, Veronica	ECE P-4	233	Sp Education Visual Specialist P- 4	08-09, 09-10	Granted	
3606	Westside School District - Johnson County	Mars, Gina	Spanish, Social Studies, ESL	166	English/ Language/ Arts 7-12	08-09, 09-10	Denied	
		Smith, Robert	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted	
		Watts, Jamia	Life/Earth Science	169	Physical /Earth Science 7-12	09-10	Granted	
		Farris, Sam	Social Studies 7-12	236	Physical Education, Wellness & Leisure 7-12	09-10	Granted	
3510	White Hall School District	Murdock, Stacy	English 7-12, Drama/Speech	108	Journalism 7-12	09-10	Granted	
5705	Wickes School District	Meeks, James	Middle Level Educaiton, Elem 1-6	305	Gifted & Talented P-8	09-10	Granted	
		Meeks, James	Middle Level Education, Elem 1-6	306	Gifted & Talented 7-12	09-10	Granted	
1505	Wonderview School District	Jones, Cathy	Business Ed, GT, Library Media	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted	
						09-10		
		Simmons, Mark	PE, Health, Coaching	167	Social Studies 7-12	09-10	Granted	
				Tindall, Erica	ECE P-4	305	Gifted & Talented P-8	08-09, 09-10
		Tindall, Erica	ECE P-4	306	Gifted & Talented 7-12	08-09, 09-10	Granted	
1304	Woodlawn School District	Shaw, Randy	PE/Wellness/Leisure, Coaching	167	Social Studies 7-12	08-09, 09-10	Denied	
91	# School Districts requesting waivers this month	361	# Waivers requested this month	Total Waivers Granted				275

Waivers Requested for Teachers Teaching Out of Area
November 2009

|

Total Waivers Denied	86
Total Waivers this month	361

School Districts Requesting Long-Term Substitutes
November 2009

LEA	District	# Waivers	Substitute Name	Subject	Teacher of Record	Granted/ Denied
43-04	Cabot School District	3	Johnson, Sheila	Keyboarding	Embry, Renee	Granted
			Marsh, Sheila	English	Collier, Katie	Granted
			Self, Mallory	Health/Volleyball	Johnston, Tiffany	Granted
11-01	Corning School District	1	Denton, Roy Eugene	Special Education	Nutt, Karen	Granted
55-01	Delight School District	1	Cox, Stephanie	Journalism, AP Statistics, English 7, English 8	Lamb, Amanda	Granted
33-02	Melbourne School District	1	Woods, Rebecca	Gifted & Talented	Teague, Marilyn	Granted
65-05	Ozark Mountain School District	1	Ott, Darlene	FACS	Ryan, Dana	Granted
28-08	Paragould School District	2	Forkum, Cody	Special Education	Linam, Paulette	Granted
			Wegner, Desiree	Science	Rondone, Sharon	Granted
04-05	Rogers School District	1	Smith, Tina	PE	Padilla, Leah	Granted
18-03	West Memphis School District	2	Bennett, Bobbie Jean	Special Education	Davidson, Mike	Granted
			Robinson, Jackie	5th Grade	Shelton, Amy	Granted
8 # Districts requesting Substitute Waivers for Nov.		12	# Substitute Waivers requested for Nov.			
Total Waivers Granted						12
Total Waivers Denied						0
Total Sub Waivers for the month						12

OCT 7 - 2009

Blevins School District

P.O. Box 98

Blevins, AR 71825

Phone: 870-874-2801 Fax: 870-874-2889

Randy R. Treat, Superintendent

DEPARTMENT OF EDUCATION

Oct. 5, 2009

Dr. Thomas Kimbrell

Commissioner of Education

Arkansas Department of Education

#4 Capitol Mall

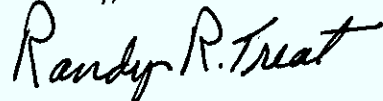
Little Rock, AR 72201

Dear Dr. Kimbrell:

Please find enclosed a Petition for Closure of an Isolated School (Emmet K-12 Campus) of the Blevins School District. The Blevins School Board took action to close the Emmet Campus at the regular September board meeting advertised by public notice on September 14, 2009. This petition is filed pursuant to Ark. Code Ann. §6-20-602 with a request to appear before the Arkansas State Board of Education at the November 9, 2009, meeting.

Should you have any questions or concerns, please contact me immediately. Thank you for your prompt consideration of this request.

Sincerely,

A handwritten signature in black ink that reads "Randy R. Treat". The signature is written in a cursive, flowing style.

Randy R. Treat

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

**IN THE MATTER OF THE CLOSURE OF THE
EMMET K-12 CAMPUS OF THE BLEVINS SCHOL DISTRICT IN HEMPSTEAD COUNTY**

PETITION FOR CLOSURE OF A BUILDING OF AN ISOLATED SCHOOL

COMES NOW the Blevins School District of Hempstead County (Petitioner), acting by and through its Superintendent and the President of the Board of Directors duly authorized as indicated by their signatures below, to petition the State Board of Education to officially close the Emmet K-12 campus and would hereby submit to the Board as follows:

1. Pursuant to Act 1397 of 2005, codified Ark. Code Ann. § 6-20-602 and the rules Governing the Closing of Isolated Schools, the Petitioner hereby submits and incorporates in this petition as Exhibits 1-8 attached hereto, proof of the legally binding local board resolution of the Blevins School District to close the Emmet K-12 campus as approved by majority of the quorum present of the local board of education. (ADE Regulation 4.02.3.1)
2. The board voted to close the Emmet K-12 campus for the following reasons:

- A. To stop operating the district with declining balances and avoid fiscal distress.

Over the past 3 years the district has ended each year with less balance than the previous year. This is due in part to a loss of students and to the continued operation of the Emmet campus when these students could be better and more economically served on the Blevins campus. By closing the Emmet K-12 campus and eliminating 16 certified and 11 classified staff, the district can save approximately 922,000. The district expects some additional as yet undetermined savings resulting from the more efficient use of existing transportation, school and classroom resources. This savings will stop the declining balances trend avoiding fiscal distress, benefitting all students in the district as a whole. (ADE Regulation 4.02.3.2 and 4. 2.3.3)

- B. To provide live in-class instruction to all students in core classes.
Over the past year in order to keep the Emmet K-12 campus open, it has been necessary to provide several core classes to students at the Emmet campus by distance learning. While distance learning is a useful tool in bringing subjects to students for which there is a shortage of teachers, the district does not believe it should proved the core of any student's education. By closing the Emmet campus and bringing those students to the Blevins campus, all students will have access to live in class instruction in core subjects. The only subjects taught by distance learning will be electives and concurrent credit courses. Providing all students with live in-class instruction for core subjects is in the best interest of all students. (ADE Regulation 4.02.0302 and 4.02.3.3)

- C. The Petitioner submits that the facilities at Blevins campus will adequately accommodate the Emmet students. The closure will provide equal opportunity for all students in the District to have access to all programs and provide for both academic and extracurricular growth and activities.

This reconfiguration will also allow the District to save additional dollars that have been a result of revenue loss and will help move the District toward becoming more fiscally sound.(ADE Regulation 4.02.3.2 and 4.02.3.3)

The Petitioner submits in this petition Exhibit 8 attached hereto, a copy of information presented to board members and patrons who attended regular board meeting held on Aug. 24, 2009 and at town meetings held in Blevins and Emmet on September 3rd and September 8th, respectively, which allowed for comments and discussions from the public about the closing of the Emmet K-12 campus. (ADE Regulation 4.02.3.5)

3. The Petitioner submits in the petition Exhibits 9-12 a copy of the Annual Statistical Report that reflects the history of the district's "Actual" revenue from 2005-2008, 2009 budget and 2009-10 budget. The District has recognized the following losses as reflected in the above mentioned reports:

Total Unrestricted revenue from State and Local

2005-2006 (Line 24)	\$4,790,779	
2006-2007 (Line 24)	\$ 4,824,958	\$34,179
2007-2008 (Line24)	\$ 4,787,889	(\$37,069)
2008-2009 (Line 24)	\$ 4,810,060	\$22,171
2009-2010 (Line 24)	\$4,203,428	(\$606,632)

Exhibit 12 reflects the 2009-2010 "Projected Revenue" which continues the pattern of revenue loss. The District's Net Legal Balance is also reported in the Annual Statistical Report and the numbers are reflected below which shows a pattern of declining balances.

Net Legal Balance

2005-2006(Line87.d)	\$2,545,692
2006-2007(Line87.d)	\$2,052,277
2007-2008(Line87.d)	\$1,761,483
2008-2009(Line87.d)	\$1,317,179
2009-2010(Line87.d)	\$968,765

4. The Petitioner submits that the transportation of K-12 students from Emmet will not cause the addition of any bus routes. The distance between Emmet and Blevins is 19.8 miles. Emmet currently runs two (2) routes.

5. The Petitioner submits that approximately sixteen (16) certified and eleven (11) classified staff will be eliminated through attrition and the District's RIF Policy process.
6. The Petitioner submits that the petition will not negatively impact the desegregation efforts or violate any valid court order from a court of proper jurisdiction.
7. The Petitioner submits that for the stated reasons herein and for additional reasons, the closure of Emmet K-12 campus will serve the best interests of the students in the Blevins School District as a whole.(ADE Regulation 4.02.3.5)

WHEREFORE, THE Petitioner requests that the State Board approve the closure of the Emmet K-12 campus and that the K-12 students be transferred to the Blevins campus and that it issue an Order to do so and that this order be filed with the County Clerk of Hempstead County, Arkansas.

Respectfully submitted,

Blevins School District

By Randy R. Treat
Superintendent

10-5-09
Date

By J. Neusser
Board President

10-5-09
Date

BLEVINS SCHOOL BOARD
MINUTES FOR SPECIAL MEETING
10-02-09

The special board meeting of the Blevins School Board was held on Friday, October 2, 2009 at 6:01 p.m., in the Superintendents office. Members present were: Joan Noesser, Tim Estes, Jimmy Rhodes, Carl McGill and Melony Ford. Those board members absent from the meeting were Jay Smith and Richard Snell. Others present were Superintendent Randy Treat, Paul Noesser and Shirley Treat. Carl McGill said the prayer and the pledge was said by all present.

Superintendent Randy Treat explained the petition to close the Emmet campus that will be submitted to Dr. Kimbrell and the State Board of Education at their November meeting in Little Rock, AR. Tim Estes made motion to authorize Superintendent Randy Treat to send petition, there was discussion. Carl McGill seconded the motion. The motion passed with a vote of 5 to 0.

Tim Estes made motion to adjourn at 6:32 p.m. Motion passed with a vote of 5 to 0.

Approved _____

The regular monthly meeting of the Blevins School Board was held on Monday, September 14, 2009 at 7:00 p.m., at the Blevins High School gymnasium. Members present were, Joan Noesser, Danny Lauterbach, Tim Estes and Jay Smith. (*Board member Carl McGill arrived at 7:10 p.m.*) Others present were Superintendent Randy Treat, Billy Lee, Carla Narlesky, Pat Loe and Shirley Treat. See list for others present. Danny Lauterbach said the prayer and the pledge was said by all present. The minutes of the August 10, 2009 regular meeting and the August 24, 2009 special meeting were approved.

Personnel: Board went into executive session at 7:04 p.m. and returned at 7:09 p.m. Superintendent, Randy Treat recommended the board accept the resignation of Sherry Schroder from the Blevins High School campus. Jay Smith made motion to accept recommendation. Motion approved with a vote of 4 to 0. Superintendent Randy Treat recommended the board accept the resignation of Linda Herr for full time cafeteria on the Emmet campus. Tim Estes made motion to accept recommendation. Motion approved with a vote of 4 to 0. Superintendent Randy Treat recommended the board hire Pam Hash as personal aide at the Blevins Elementary campus. Tim Estes made motion to accept recommendation. Motion approved with a vote of 4 to 0. (*Board member Carl McGill arrived at 7:10 p.m.*) Superintendent Randy Treat recommended the board hire Dawn Mills ½ time at the Emmet campus. Tim Estes made motion to accept recommendation. Motion approved with a vote of 5 to 0.

Tim Estes made motion to accept agreement with Prescott for "Mr. Plyler, Emmet Agriculture teacher to instruct students from their high school". A discussion was held on the matter. Motion approved with a vote of 5 to 0.

Danny Lauterbach made motion to approve the Fire Alarm system at the Blevins Fine Arts and Agriculture buildings also, purchase security cameras and locks for the buildings. Motion approved with a vote of 5 to 0.

Tim Estes made motion to purchase student insurance for a period of 2 years at a fixed cost. Motion approved with a vote of 5 to 0.

Danny Lauterbach made motion to accept Superintendent Randy Treat's recommendation to sell the beds from the FEMA trailers and the old stove from Blevins cafeteria. Motion approved with a vote of 5 to 0.

Budget: Carla Narlesky gave a finalized report on the Federal portion of the budget. See attached. Tim Estes made motion to approve the Federal budget. Motion approved with a vote of 5 to 0.

Budget: Superintendent Randy Treat gave a report on the Operating portion of the budget. Danny Lauterbach made a motion to close the Emmet campus at the end of the 2009-2010 school year. Joan Noesser seconded the motion. There was a discussion. Motion approved with a vote of 4 to 1. (Joan Noesser/yes, Danny Lauterbach/yes, Carl McGill/yes, Tim Estes/yes, and Jay Smith/no.) Tim Estes made motion to approve the Operating budget. Motion approved with a vote of 5 to 0.

Superintendent Randy Treat read a letter of resignation from Danny Lauterbach. Tim Estes made a motion to accept the resignation. Motion approved with a vote of 5 to 0. Superintendent Randy Treat presented Mr. Lauterbach with a plaque of appreciation.

There will be a special Board meeting next Monday (Sept 21, 2009) evening at 6:00 p.m. in the district office in Blevins, AR., to appoint a new board member to fill the remaining term for Mr. Lauterbach.

Superintendent Randy Treat handed the board some new rules and regulations from the Arkansas Department of Education to look over and they will be discussed later.

Superintendent Randy Treat announced that the October 13, 2009 will be at Blevins cafeteria and is the Report to the Public

Tim Estes made a motion to adjourn at 8:02 p.m. Motion approved with a vote of 5 to 0.

Minutes Approved _____

*** TRANSMISSION REPORT ***

SEP 10, 2009 9:47 Model # 4200 Series 8708742889

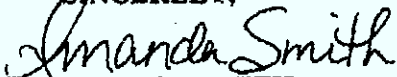
START TIME	SENT TO	PAGES	RESULT
09:42	18707773311	1	OK
09:46	18707778888	1	OK

*for meeting
9/14/09*

Sudbury Broadcasting Group

THIS LETTER WILL CERTIFY THAT THE BLEVINS SCHOOL BOARD MEETING AGENDA FOR SEPTEMBER 14TH, 2009 WAS SENT TO US VIA FAX ON SEPTEMBER 10TH, 2009. THIS MEETING AGENDA INFORMATION WAS AIRED ON OUR RADIO STATIONS, KHPA-FM, KXAR-AM AND KTPA-AM EACH DAY FROM 9/10/09 - 9/14/09. THIS MEETING AGENDA INFORMATION WAS ALSO POSTED ON OUR STATION WEBSITE AT WWW.SUPERCOUNTRY105.COM.

SYNCELY,



**AMANDA SMITH
SUDBURY BROADCASTING GROUP
OFFICE MANAGER/EEO OFFICER**

**KHPA(FM) KXAR(AM) KTPA(AM)
(870) 777-8888 Fax: (870) 777-8888 1800 South 25th - P.O. Box 424-2500, AR 71802**

9-14-09

Donny Lane
Laura Smith
Sandra Nevins
Ann Miller
Mae Mae
John Myrick
Lela Mae Myrick
Red House Myrick
Country Bonner
Buffy Allen
Cathy Marwan
Mary Spicer
Philip Lee
Tara Lee
Chiffon
Richard Allen
Whitney Perry
Jina Bailey
Alyssa Tongdon
Linda Lamo
Jacqueline Bennings
Bobby Bennings
Bobby Taylor
Marybeth Stallworth
John "

9-14-09

Nancy Lovette

Ki Cox

Paul Cox

K. Salisbury

J. S.H.

V. Lane

James Thurman

Mary Aparicio

Zack Aparicio

Sabrina Aparicio

Wylene Otyet

Jamie Steed

Sam Hesh

Vicki Vines

Jayma Moss

Blair Moss

Cindy Hengwood

Kate Stacy

Jamie Allen

Cyndi Graham

James Taylor

Victoria Jordan

Supreme Young

Austin Reed

Lenna Friend

Greta Hutchison

9-14-09 School Board Mtg.

Sally Caspell
Vicki Gray
Paul Vossler
Michelle Khan
Natane Jones
Jay Davis

W. T. East
Kadee Robinson
Jody Purnan
Chad Spurre
Shirley Chonka
Shont Cox
Cody Cox
Ron Sireat

Holley Hodges
Rachel Webb
Holly Webb
Jeremy Banister
Hayden Banister
Lamar Nam
Jordan Masseo

James & Jany A. Barnes
Patsy + Lamar Reese
John + Lisa Barham
Carrie Yungst

Zack Miller
Kayla Martin
Jacob Miller
Brandi Dargatz
Kelly Minner
Arthur Lee
Amanda Lee
Kathlin Lee
Bailey Lee
Brian Lee
Michael B.
Jim Cheate
Lisa Bullock

9-14-09

Dustin zwilman
Dillon Hutchison
Charles Hutchison
Susan Campbell
Austin Rice

Cheryl Allen
Timothy Allen
David Thompson
Scott Bernier

Kelsh + ~~Chapman~~ ~~Thompson~~

Y. Linder Z. Myer
Jennifer C. Myer
Kirk Daugherty

Mike Fisher
Kirk Sweet

Steve Webb
Lisa Dass

David Huber
Patsy Wesson
Mr. Wesson

Marcus Williamson

Ch. Fincher

Kristle Young

Richard Young

Chris Pine

TAG/10 D.
Christian D.

Lon Allen

Tori Turner

Shaun Hingst
Deven Hingst

BLEVINS SPECIAL SCHOOL BOARD MEETING
AUGUST 24, 2009

The special Blevins School board meeting was held on August 24, 2009 at 7:00 p.m. in the Administration building. Members attending: Danny Lauterbach, Joan Noesser, Carl McGill, Richard Snell. Other attending: Superintendent Randy Treat, Billy Lee, Pat Loe, Carla Narlesky, Melony Ford and Shirley Treat. See list for others

Budget for 2009-2010 was discussed.

Danny Lauterbach made motion to adjourn at 8:24 p.m. Motion passed with a vote of 4 to 0.

Minutes Approved 9-14-09

*** TRANSMISSION REPORT ***

AUG 19, 2009 14:26

Model # 4200 Series

8708742889

START TIME

SENT TO

PAGES RESULT

14:24

18707773311

1 OK

14:25

18707778888

1 OK

*for meeting
8/24/09*

Special
Elwings Sch. Dist Board meeting 8-24-09

Melony Ford
Tiffany Ketting
Brenda Smith
Sandra Niven
Kathy Samsbury
Cathy Miller
Lisa Goss
Paul Yessierli
Taddeus Munn
Pat Lee
Vicki Winnes
Jana Boyce
Brenda Smith
Salma Aparicio
Wilma Otwell

BLEVINS COMMUNITY PARENT MEETING

September 3rd 2009

2:00 p.m.

SIGN IN SHEET

Billy Stent
Kaysie Young
Lisa Bullock
Wicki Wines
Carla Niemeyer
Brandi Wentland

BLEVINS COMMUNITY PARENT MEETING

September 3rd 2009

6:00 pm

SIGN IN SHEET

Cinder Lou
Jennifer C. Myrick
Nathaniel Jones
Mary D. Jones
Gale Smith
Janet Choate
Tim Choate
Eddie & Theresa Sisson
Melony Ford
Ebon Hosh
Sally Campbell
Lynn Mance
Lynn Doughty
Philip Doughty
Carl E. M. Doughty
Mary Beth Starks
John Starks
Prima M. Thompson
Carol Doughty
Shirah Doughty
Philip Doughty
Wilbur Doughty
Today (Monday)

BLEVINS COMMUNITY PARENT MEETING

September 3rd 2009

6:00 pm

SIGN IN SHEET

Billy Lee
Brandie Danson
Waymon Danson
Stacy Danson
Lucinda Danson
Dana Miller
Jeffrey Strid
Patricia Hask
Amanda Lee
Arthur Lee
Cora Lee
T. J. Brown
Mae Naylor
Daddy Brown
Duff Edwards

BLEVINS COMMUNITY PARENT MEETING

September 3, 2001

6:00 pm

SIGN IN SHEET

K. C. Coy
James Thompson
Paula [unclear]
Paula [unclear]
John L. [unclear]
Freddie [unclear]
Mike [unclear]
Marion [unclear]
Amade [unclear]
Bullcock
Judy Miller
[unclear]
Janice [unclear]

BLEVINS COMMUNITY PARENT MEETING

September 3rd 2009

6:00pm

SIGN IN SHEET

Carla Narklesky
Linda Narkles
Donna Montgomery
Mary Lippin
Ruth Sapienza
Cathy Knapczyk
Barbara Hagan
Jimmy Benister
Dennis Cook
Betty Brown

BLEVINS STUDENT
SIGN IN SHEET

Community Meeting

Holly Webb - Sept. 3, 09

Rachel Webb

Jon Allen

Zachary Miller

Monica Torres

Anthony Torres

Alfonso Torres

Jacob Putz

David Miller

Kyle Miller

Shelby Zickler

Colt Hunkley

Curtis Hubbard

Deon Campbell

Jordan Massey

Katherine Massey

Shealynn S.

Vanessa

Dillon

Dwight

Ashley Bridges

Brandon Bridges

Tiffany Williamson

Antonio Torres

Courtney Sumpter

Public Meeting

Wednesday Sept. 8, 2009

Alex Lopez 7pm Began

Walter Otwell
Paul Yeager
Bobby Lee
Nancy Z. Myrick
Carl H. McMill
MONTY MCROY
Marilyn Davis
Jerry Davis
Charlene McAuley
Steph Kelley
Dorinda Watts
Dana Aparo
Carolyn Graves
Glenda Sykes
Phil Shumme
Dana Murphy
Charles Murphy
Robin Wicker
Richard Wicker
Luke Otwell
Kathleen McBride
Antony Goddington
Mike Comer
Deanne Davis
Leslie Taylor
Louise Henson

Heather Prince
Shampong Mauer
James Hall
Octavia McElroy
Christina Tompkins
Wayne L. Baker
Jon Allen
Emily Dargatz
Brandon Dargatz
Cameron Sell
Melissa Davis
Jamera Prince
Yadd Allen
Sharon A. Rick
Sandra Cahan
Kayla Casto
Kimberly Casto
Lynne Kile
Cathie McElroy
Steven Pruitt
Bobby Jensen
Garry Shmasher
Jason Bonner
Karen McBride
Barbara Gore
Tom C

Jennifer Foley
Dustin May
Dora Small
Richard Small
Layla Small
Kathleen Wicker
Jonas A. G.
Derek Cox
Linda
Gary Faulkner
Kenneth Ray
Cindy Ward
Stephen Yates
Jwana Yates
Sharon
Clifford Smith
Lavonte McKinney
J. Winnie
Niners
K. Salisbury
Mya McEllar
Chayanna Park
Juanita McEllar
Rebecca Hebert
Cody Hobbs
Daisy
Sam Clark
Amanda Bruto

Robb
Lyle
Cynthia Campbell
Nicole Robertson
Mark Robertson
James Miller
Dorsey Miller
Matsuyoshi
Glenda Lee
Rex. Euel
Robin Small
Dana K. Bailey
Diane Bailey
Sammie Otter
Ralph O. Chubb
Paul Faulkner
Sandy Dwyer
Paul Dwyer
Haron Hebert

Y K O H A
B F
Z K Lyster

Amanda McLean
 Briar Smith
 Kirby McCollan
 Josh H. McCollan
 Ryan Whitney
 Mary McBride
 Stephen Mitchell
 Eugene Davidson
 Pam Smith
 William E. Smith
 Karla Grete
 Lisa Barber
 Ed Baker
 Jeff Campbell
 Jay F. Falk
 Frankie Fitzhugh
 Russell Jones
 Bill Hargrave
 Margaret Lambert
 Chaudas Kir
 Kandace Davidson
 Maggie Richardson
 Fred Alfie
 Sharon Taylor
 Michael Taylor
 Jordan Taylor
 Billy Jones
 Susan Jones

Chris, Cole and Callie Fox
 Jesus + Carol Estrada
 Angela Whitney
 Destiny Whitlock
 Josh Agnew
 Diana Gupta
 Trish Messer
 Jana Chance
 Shaloh Bryant
 Terrell & Torra Taylor
 Georgia Estes
 Amanda Mosley
 Jamie Prince
 Carla Cove
 Hannah Hebert
 Melan McRay
 Quora Williams
 Gmg Williams
 Amber Dilvo
 Keith Dilvo
 LAMY CASTO
 Kisty CASTO
 Jan Faulkner
 Melissa Agnew
 Elizabeth Agnew
 Daphne Lambert
 Milana Lane
 D.S. Vermillion!!!

Blake Falkner
ZACK Aparicio

Blevins School District

Financial Review

And

Projections

As presented by

Mr. Randy R. Treat, Superintendent

24 August 2009

3,8,& 14 September

Act 60 84th General Assembly Second Extra Session 2003

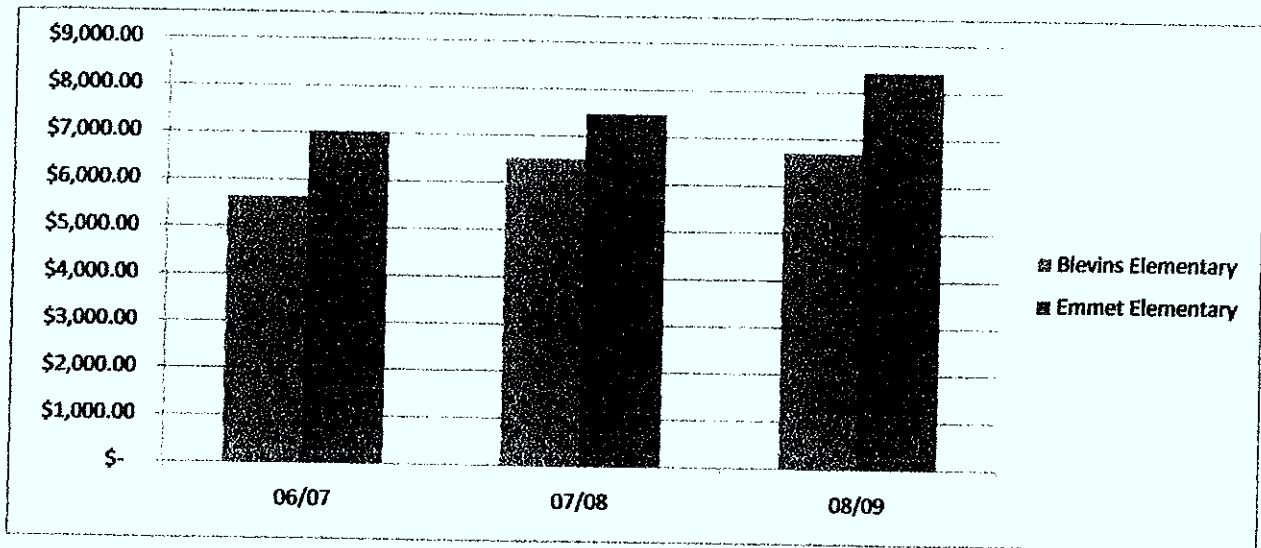
- "By February 1, 2004, and each February thereafter, the Department of Education shall publish a consolidation list that includes all school districts with fewer than three hundred fifty students according to the district's average daily membership in each of the two school years immediately preceding the current school year."
- "Any school district included in the Department of Education's consolidation list pursuant to 6-13-602 may voluntarily agree to administratively consolidate with or be annexed to another district or districts in accordance with the requirements and limitations of this section."
- "Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board of Education by April 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement."

			Year	ADM for funding Purpose (Prior year 3 qtr average)	Emmet Campus
				The 2004-2005 school year funding is based on the ADM of previous two individual Districts	
			2004-05	747	278
			2005-06	730	278
			2006-07	721	272
			2007-08	682	248
			2008-09	641	242
			2009-10	Oct. 1 count 631	221

**Blevins School District
Comparison Of Costs
Per Campus And Per Pupil**

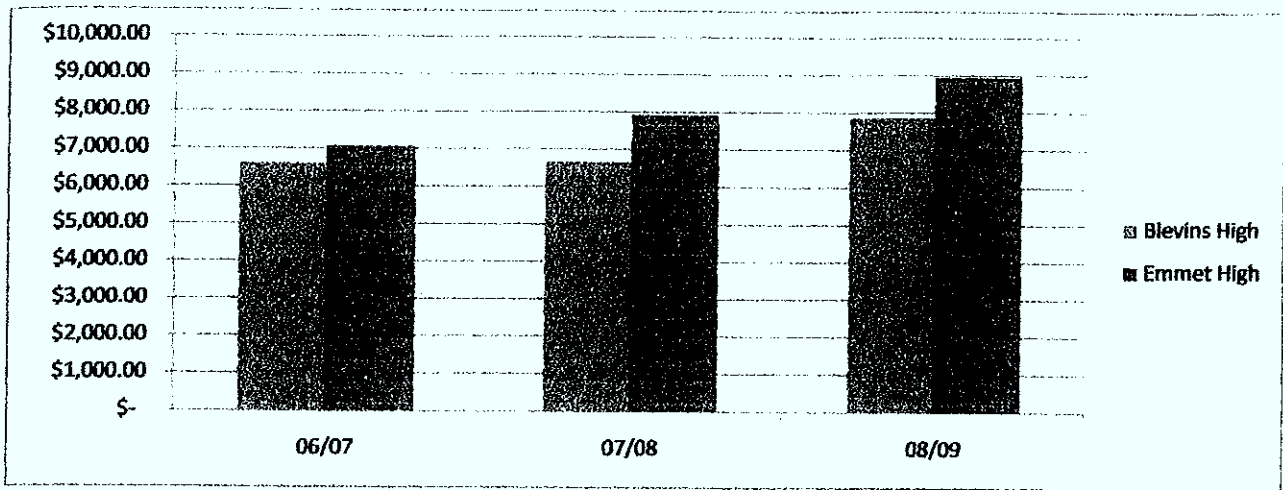
		06/07	07/08	08/09
	Total Expenditures	Total Expenditures	Total Expenditures	Total Expenditures
Blevins Elementary	\$ 1,368,928.08	\$ 1,427,918.01	\$ 1,443,428.40	
Per ADM	\$ 5,630.21	\$ 6,508.88	\$ 6,700.22	
 Blevins High	 \$ 1,342,365.09	 \$ 1,296,116.52	 \$ 1,493,473.48	
Per ADM	\$ 6,597.04	\$ 6,650.50	\$ 7,859.15	
 Blevins Total	 \$ 2,711,293.17	 \$ 2,724,034.53	 \$ 2,936,901.88	
Per ADM	\$ 6,070.69	\$ 6,575.51	\$ 7,243.38	
 Emmet Elementary	 \$ 939,855.00	 \$ 1,020,471.23	 \$ 975,639.96	
Per ADM	\$ 7,030.11	\$ 7,474.34	\$ 8,411.41	
 Emmet High	 \$ 1,032,452.22	 \$ 1,041,685.83	 \$ 1,087,626.21	
Per ADM	\$ 7,068.20	\$ 7,919.16	\$ 8,946.50	
 Emmet Total	 \$ 1,972,307.22	 \$ 2,062,157.06	 \$ 2,063,266.17	
Per ADM	\$ 7,050.00	7,692.61	\$ 8,685.24	

Comparison Of Per Pupil Costs By Elementary Campus



	06/07	07/08	08/09
Blevins Elementary	\$ 5,630.21 /ADM	\$ 6,508.88 /ADM	\$ 6,700.22 /ADM
Emmet Elementary	\$ 7,030.11 /ADM	\$ 7,474.34 /ADM	\$ 8,411.41 /ADM

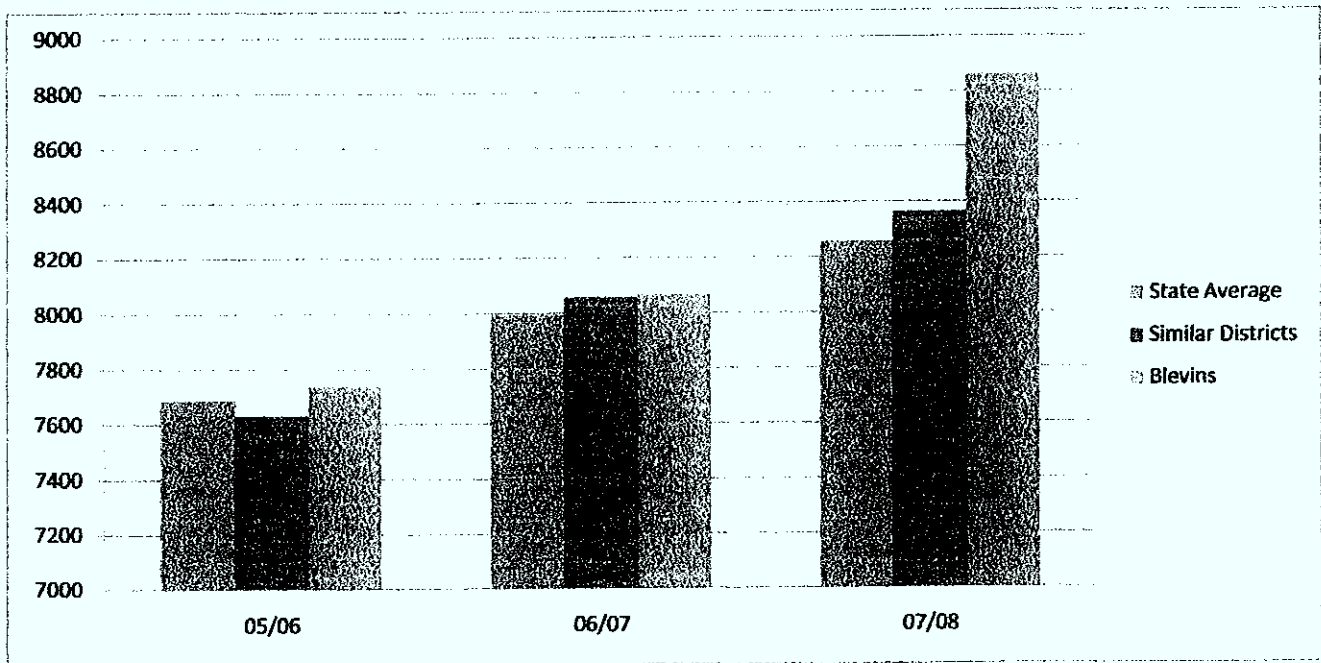
Comparison Of Per Pupil Costs By High School Campus



	06/07	07/08	08/09
Blevins High	\$ 6,597.04 /ADM	\$ 6,650.50 /ADM	\$ 7,859.15 /ADM
Emmet High	\$ 7,068.20 /ADM	\$ 7,919.16 /ADM	\$ 8,946.50 /ADM

Cost/ADM Comparison to State Average And Similar Districts

	05/06	06/07	07/08
State Average Total Cost/ADM	7687	7992	8256
Similar Districts Total Cost/ADM	7632	8057	8364
Blevins Total Cost/ADM	7739	8068	8862



2005-2006

District Name	ADM	Total Expenditures	/ADM (Per ASR)
White County Central	672	5278446	6912
Ozark Mountain	728	7345899	8944
Parkers Chapel	736	5875503	6733
Cutter-Morning Star	688	5504892	6741
East End	700	6238088	7535
Hampton	725	5971736	7607
Eureka Springs	667	6449295	8268
Hazen	431	3330214	7103
Des Arc	631	5657259	7013
Clarendon	701	6743104	8031
Hector	694	5863032	7746
Cotter	632	5203236	7311
Westside	604	5573009	7620
Marked Tree	632	5615217	8055
Strong-Huttig	657	6163154	8861

2006-2007

District Name	ADM	Total Expenditures	/ADM (Per ASR)
White County Central	669	6482051	7427
Ozark Mountain	734	7066495	8792
Parkers Chapel	740	5646342	6556
Cutter-Morning Star	663	7954967	7632
East End	675	5640955	7731
Hampton	715	6447963	8141
Eureka Springs	668	6974201	8600
Hazen	659	5438161	7424
Des Arc	660	5808988	7235
Clarendon	676	6561838	8449
Hector	682	7121770	9589
Cotter	654	5270576	7244
Westside	632	5832009	8361
Marked Tree	655	5946048	8067
Strong-Huttig	641	6624391	9609

2007-2008

District Name	ADM	Total Expenditures	/ADM (Per ASR)
White County Central	684	7275827	7570
Ozark Mountain	700	7365776	9872
Parkers Chapel	698	6016154	7348
Cutter-Morning Star	683	6547179	7794
East End	684	5490813	7498
Hampton	677	5809890	8115
Eureka Springs	673	7442196	9302
Hazen	651	5688246	7208
Des Arc	640	6323606	8393
Clarendon	647	8736937	8045
Hector	640	6987116	8693
Cotter	646	5499757	7755
Westside	619	5942656	8534
Marked Tree	632	6045476	8722
Strong-Huttig	617	6663461	10018

EXPENDITURE DIFFERENCES

09-10 "AS IS" Expenditures TO 10-11 "RECOMMENDED"

09-10	"AS IS" Expenditures	<u>\$6,578,071</u>
10-11	"Recommended Expenditures"	<u>\$5,366,321</u>
	Difference	<u>\$ 1,211,750</u>

Listing of Savings Differences:

16 Certified Positions	\$722,731
11 Classified Positions	\$199,258
Certified & Classified Mileage	\$12,700
Copier Leases	\$3,500
SES	\$134,600
Athletics	\$15,000
Computer Replacement	\$10,028
M & O Savings on square footage	\$110,179
Vocational School Mileage & Expenses	\$3,754
Total Projected Savings	<u>\$ 1,211,750</u>

Listing of Additional Cost:

Additional Mileage (2 longer bus routes from Emmet to Blevins)	
	<u>\$5,233</u>
Net Savings	<u>\$1,206,517</u>

Revenue Differences

09-10 "AS IS" to 10-11 Projected

09-10 "AS IS" Revenue	<u>\$5,990,421</u>
10-11 Projected Revenue	<u>\$ 5,917,266</u>
Net Difference	<u>\$73,155</u>
Loss in Isolated funding	<u>\$73,155</u>

Blevins School District Budget Projections

	Beginning Balance		Revenue		Expenditures		Ending Balance	
	Teacher Salary, Operating, Debt Service, Capital Outlay, Federal & Food Service Funds	Building Fund	Teacher Salary, Operating, Debt Service, Capital Outlay, Federal & Food Service Funds	Building Fund	Teacher Salary, Operating, Debt Service, Capital Outlay, Federal & Food Service Funds	Building Fund	Teacher Salary, Operating, Debt Service, Capital Outlay, Federal & Food Service Funds	Building Fund
As Is								
2010-2011	1,046,939.43	4,295.42	5,990,421.00	0.00	6,578,071.00	0.00	459,289.43	4,295.42
Rec								
2010-2011	1,046,939.43	4,295.42	5,917,266.00	0.00	5,366,321.00	0.00	1,597,884.43	4,295.42

Fiscal Distress

Exhibit 8

- *Declining Balance* - the current year expenditures exceeding current year revenues for the combined teacher salary, operating, and debt service funds with balances in the combined funds projected to be no greater than zero in no more than three years. The projected balance will be calculated by an analysis of balances for the previous three years.
- Any act or violation determined to jeopardize the fiscal integrity of a school district.
- No school district shall be allowed to remain in fiscal distress status for more than 2 consecutive years beginning with the July subsequent to the date the school district was identified as being in fiscal distress.
- The State Board shall consolidate, annex or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within two consecutive school years of receipt of notice of identification unless the state board, at its discretion, issues a written finding explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district's control.

Annual Statistical Report 2005 - 2006

County: HEMPSTEAD
BLEVINS

LEA: 2901000

	2005-2006 Actual	2006-2007 Budget		2005-2006 Actual	2006-2007 Budget
1. Area in Square Miles	224		CURRENT EXPENDITURES		
2. ADA	698		Instruction:		
3. ADA Per Change over 5 Yrs.	-8%		49. Regular Instruction	2,847,115	2,643,380
4. 4 QTR ADM	730		50. Special Education	353,051	380,083
5. Price Year 3 QTR ADM	753		51. Workforce Education	258,972	310,130
6. Assessment	24,280,234		52. Adult Education	0	0
7. M&O Mills	25.00		53. Compensatory Education	172,223	192,889
8. URT Mills	25.00		54. Other	119,133	110,924
9. M&O Mills in Excess of URT	0.00		55. Total Instruction	3,750,496	3,636,917
10. Dedicated M&O Mills	0.00		District Level Support:		
11. Debt Service Mills	8.30		56. General Administration	251,001	232,179
12. Total Mills	31.30		57. Central Services	43,136	46,410
13. Total Debt Bond/Non Bond	1,116,027		58. Maint/Operation of Plant Services	444,380	449,157
State and Local Revenue:			59. Student Transportation	277,402	304,888
14. Property Tax Receipts (Indl URT)	800,728	791,500	60. Other Support Services	69,190	6,200
15. Other Local Receipts	333,721	180,400	61. Total District Level Support	1,085,088	1,037,833
16. Revenue from Interm Srcs	0	0	School Level Support:		
17. Foundation Funding (Excl URT)	3,581,875	3,531,467	62. Student Support Services	256,927	272,417
18. Student Growth Funding	0	0	63. Instructional Staff Support Services	223,054	269,954
19. Declining Enrollment Funding	0	0	64. School Administrative Services	257,190	262,388
20. Consolidation Incentive/Assistance	0	0	65. Tot School Level Support Services	737,171	794,758
21. Isolated Funding	85,292	85,000	Non-Instructional Services:		
22. Supplemental Millage Incentive Funds	8,363	7,527	66. Food Service Operations	308,350	313,251
23. Other Restricted State Funding	0	0	67. Other Enterprise Operations	0	0
24. Total Unrst Rev State & Local Srcs	4,790,779	4,805,914	68. Community Operations	6,758	6,753
Restricted Revenue from State Sources:			69. Other Non-Instructional Services	0	0
25. Adult Education	0	0	70. Total Non-Instructional Services	315,108	320,004
Regular Education:			71. Facilities Acquisition and Construction	20,288	0
26. Professional Development	30,975	30,048	72. Debt Service	128,078	102,400
27. Other Regular Education	11,417	11,280	73. Payments to Other LEAs within State	8,452	9,000
Special Education:			74. Payments to Other LEAs outside State	0	0
28. Gifted and Talented	0	0	75. Other Non-Programmed Costs	22,960	0
29. Alt. Learning Environment (ALE)	30,193	0	76. Total Expenditures	5,967,671	5,909,912
30. English Language Learner (ELL)	2,925	0	77. Less: Capital Expenditures:	80,152	75,000
31. National School Lunch Act (NSLA)	249,120	244,320	78. Less: Debt Service	128,078	102,400
32. Other Special Education	32,900	0	79. Total Current Expenditures	5,858,441	5,723,512
33. Workforce Education	0	0	80. Total Exclusions from Current Exp	450,475	
34. School Food Service	3,559	2,500	81. Net Current Expenditures	5,398,966	
35. Educational Service Cooperatives	0	0	82. Per Pupil Expenditures	7,739	
36. Early Childhood Programs	69,750	68,000	83. Personnel-Non-Fed Cert Clrm FTE	65,76	
37. Magnet School Programs	0	0	84. Avg Salary-Non-Fed Cert Clrm FTE	36,899	
38. Other Non-Instructional Program Aid	194,578	54,501	85. Personnel-Non-Federal Certified FTE	59,71	
39. Tot Restricted Rev from State Srcs	625,418	408,589	86. Avg Salary-Non-Federal Certified FTE	38,468	
40. Tot Restricted Rev from Fed Srcs	734,540	828,795	87 a. Legal Balance (Funds 1, 2 and 4)	2,619,818	
Other Sources of Funds:			87 b. Total Categorical Fund Balances	74,126	
41. Financing Sources	0	275,000	87 c. Deposits with Paying Agents (QZAB)	0	
42. Balances Conso/Annexed District	0	0	87 d. Net Legal Bal (Excl Cat 2 QZAB)	2,545,692	
43. Indirect Cost Reimbursement	0	0	88. Building Fund Balance (Fund 3)	0	
44. Gains & Losses - Sale Fixed Assets	0	0	89. Capital Outlay Fund Balance (Fund 5)	0	
45. Compensation-Loss of Fixed Assets	0	0			
46. Other	0	0			
47. Total Other Sources of Revenue	0	275,000			
48. Total Revenue All Sources	6,150,737	5,918,278			

Annual Statistical Report 2006-2007

Exhibit 10

County: HEMPSTEAD BLEVINS SCHOOL DISTRICT

LEA: 2901000

	2006-2007 Actual	2007-2008 Budget		2006-2007 Actual	2007-2008 Budget
1 Area in Square Miles	224		CURRENT EXPENDITURES		
2 ADA	679		Instruction:		
3 ADA pct Change over 5 Yrs.	(7%)		49 Regular Instruction	2,838,879	2,605,277
4 4 QTR ADM	721		50 Special Education	354,457	429,051
5 Prior Year 3QTR ADM	729		51 Workforce Education	317,858	327,256
6 Assessment	24,353,311		52 Adult Education	0	0
7 M&O Mills	25.00		53 Compensatory Education	206,087	220,112
8 URT Mills	25.00		54 Other	108,454	93,967
9 M&O Mills in Excess of URT	0.00		55 Total Instruction	3,825,734	3,675,664
10 Dedicated M&O Mills	0.00		District Level Support:		
11 Debt Service Mills	6.30		56 General Administration	151,340	173,174
12 Total Mills	31.30		57 Central Services	51,033	51,955
13 Total Debt Bond/Non-Bond	1,450,684		58 Maintenance & Operations of Plant	460,343	522,148
State and Local Revenue:			59 Student Transportation	355,333	276,364
14 Property Tax Receipts (Including URT)	793,502	705,000	60 Other District Level Support Services	1,309	5,000
15 Other Local Receipts	324,782	172,800	61 Total District Support Services	1,019,358	1,028,641
16 Revenue from Intermediate Sources	0	0	School Level Support:		
17.1 Foundation Funding (Excl URT)	3,531,487	3,553,336	62 Student Support Services	293,831	275,215
17.2 Enhanced Educational Funding	0	37,008	63 Instructional Staff Support Services	325,424	367,871
17.3 Tax Collection Rate Guarantee	0	0	64 School Administration	269,395	318,013
18 Student Growth Funding	13,122	0	65 Total School Level Support Services	888,650	961,105
19 Declining Enrollment Funding	69,407	8,950	Non-Instructional Services:		
20 Consolidation Incentive/Assistance	0	0	66 Food Service Operations	323,525	342,876
21 Isolated Funding	85,131	0	67 Other Enterprise Operations	0	0
22 Supplemental Millage Incentive Funding	7,527	6,690	68 Community Operations	7,199	0
23 Other Unrestricted State Funding	0	0	69 Other Non-Instructional Services	0	0
24 Total Unrestricted Revenue from State and Local Sources	4,824,958	4,483,784	70 Total Non-Instructional Services	330,724	342,876
Restricted Revenue from State Sources:			71 Facilities Acquisition and Construction	859,963	581,641
25 Adult Education	0	0	72 Debt Service	81,747	41,049
Regular Education:			73 Payment to Other LEAs Within State	17,014	0
26 Professional Development	30,048	29,977	74 Payment to Other LEAs Outside State	0	0
27 Other Regular Education	14,667	0	75 Other Non-Programmed Costs	0	0
Special Education:			76 Total Expenditures	7,023,190	6,630,975
28 Gifted & Talented	0	0	77 Less: Capital Expenditures	963,309	596,641
29 Alternative Learning Environment (ALE)	0	0	78 Less: Debt Service	81,747	41,049
30 English Language Learner (ELL)	3,900	0	79 Total Current Expenditures	5,978,133	5,983,285
31 National School Lunch Act (NSLA)	244,320	520,800	80 Exclusions from Current Expenditures	500,170	
32 Other Special Education	40,337	0	81 Net Current Expenditures	5,477,963	
33 Workforce Education	0	0	82 Per Pupil Expenditures	8,068	
34 School Food Service	2,946	2,500	83 Personnel - Non-Federal Certified Clsrm FTEs	66.19	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Fed Certified Clsrm FTEs	37,074	
36 Early Childhood Programs	65,000	69,450	85 Personnel - Non-Federal Certified FTEs	72.05	
37 Magnet School Programs	0	0	86 Avg Salary - Non-Fed Certified FTEs	38,742	
38 Other Non-Instructional Programs	527,762	467,268	87.1 Legal Balance (funds 1-2-4)	2,071,901	
39 Total Restricted Revenue from State Sources	929,980	1,089,995	87.2 Categorical Fund Balance	19,624	
40 Total Restricted Revenue from Federal Sources	797,678	641,783	87.3 Deposits with Paying Agents (QZAB)	0	
Other Sources of Funds:			87.4 Net Legal Balance (Excluding Categorical and QZAB)	2,052,277	
41 Financing Sources	372,881	0	88 Building Fund Balance (fund 3)	382,877	
42 Balances from Consolidated/Annexed District	0	0	89 Capital Outlay Fund Balance (fund 5)	0	
43 Indirect Cost Reimbursement	0	0			
44 Gains and Losses from Sale of Fixed Assets	2,508	0			
45 Compensation for Loss of Fixed Assets	0	0			
46 Other	0	0			
47 Total Other Sources of Funds	375,389	0			
48 Total Revenue and Other Sources of Funds from All Sources	6,928,004	6,215,562			

Annual Statistical Report 2007-2008

Exhibit 11

County: HEMPSTEAD

BLEVINS SCHOOL DISTRICT

LEA: 2901000

	2007-2008 Actual	2008-2009 Budget		2007-2008 Actual	2008-2009 Budget
1 Area in Square Miles	224		CURRENT EXPENDITURES		
2 ADA	648		Instruction:		
3 ADA pct Change over 5 Yrs.	(8%)		49 Regular Instruction	2,754,732	2,701,134
4 4 QTR ADM	682		50 Special Education	436,453	362,537
5 Prior Year 3QTR ADM	735		51 Workforce Education	340,462	330,585
6 Assessment	24,883,310		52 Adult Education	0	0
7 M&O Mills	25.00		53 Compensatory Education	188,667	90,983
8 URT Mills	25.00		54 Other	92,867	80,534
9 M&O Mills in Excess of URT	0.00		55 Total Instruction	3,813,284	3,586,133
10 Dedicated M&O Mills	0.00		District Level Support:		
11 Debt Service Mills	6.30		56 General Administration	154,788	158,368
12 Total Mills	31.30		57 Central Services	53,350	54,553
13 Total Debt Bond/Non-Bond	1,380,342		58 Maintenance & Operations of Plant	488,271	509,438
State and Local Revenue:			59 Student Transportation	276,521	290,572
14 Property Tax Receipts (Including URT)	784,847	775,000	60 Other District Level Support Services	735	1,000
15 Other Local Receipts	311,150	280,520	61 Total District Support Services	973,665	1,013,931
16 Revenue from Intermediate Sources	0	0	School Level Support:		
17.1 Foundation Funding (Excl URT)	1,553,335	3,351,302	62 Student Support Services	398,533	283,355
17.2 Enhanced Educational Funding	37,008	59,523	63 Instructional Staff Support Services	416,622	681,632
17.3 Tax Collection Rate Guarantee	0	0	64 School Administration	323,055	336,594
18 Student Growth Funding	0	0	65 Total School Level Support Services	1,038,210	1,301,581
19 Declining Enrollment Funding	8,950	119,851	Non-Instructional Services:		
20 Consolidation Incentive/Assistance	0	0	66 Food Service Operations	357,065	333,006
21 Isolated Funding	85,908	0	67 Other Enterprise Operations	0	0
22 Supplemental Milage Incentive Funding	6,690	5,854	68 Community Operations	0	100
23 Other Unrestricted State Funding	0	0	69 Other Non-Instructional Services	0	0
24 Total Unrestricted Revenue from State and Local Sources	4,787,889	4,592,066	70 Total Non-Instructional Services	357,065	333,106
Restricted Revenue from State Sources:			71 Facilities Acquisition and Construction	458,783	281,526
25 Adult Education	0	0	72 Debt Service	126,962	113,910
Regular Education:			73 Payment to Other LEAs Within State	0	0
26 Professional Development	29,934	28,280	74 Payment to Other LEAs Outside State	0	0
27 Other Regular Education	7,796	0	75 Other Non-Programmed Costs	41,497	0
Special Education:			76 Total Expenditures	6,809,466	6,640,186
28 Gifted & Talented	25	0	77 Less: Capital Expenditures	458,783	281,526
29 Alternative Learning Environment (ALE)	0	0	78 Less: Debt Service	126,962	113,910
30 English Language Learner (ELL)	4,102	0	79 Total Current Expenditures	6,223,721	6,244,750
31 National School Lunch Act (NSLA)	347,198	410,023	80 Exclusions from Current Expenditures	481,330	
32 Other Special Education	47,628	0	81 Net Current Expenditures	5,742,390	
33 Workforce Education	5,770	0	82 Per Pupil Expenditures	8,862	
34 School Food Service	2,745	2,500	83 Personnel - Non-Federal Certified Clrm FTEs	61.57	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Fed Certified Clrm FTEs	38,851	
36 Early Childhood Programs	69,450	71,180	85 Personnel - Non-Federal Certified FTEs	79.14	
37 Magnet School Programs	0	0	86 Avg Salary - Non-Fed Certified FTEs	40,022	
38 Other Non-Instructional Programs	262,108	110,799	87.1 Legal Balance (funds 1-2-4)	1,720,067	
39 Total Restricted Revenue from State Sources	776,806	622,782	87.2 Categorical Fund Balance	8,584	
40 Total Restricted Revenue from Federal Sources	705,816	857,429	87.3 Deposits with Paying Agents (QZA8)	0	
Other Sources of Funds:			87.4 Net Legal Balance (Excluding Categorical and QZA8)	1,761,483	
41 Financing Sources	0	0	88 Building Fund Balance (fund 3)	213,497	
42 Balances from Consolidated/Annexed District	0	0	89 Capital Outlay Fund Balance (fund 5)	0	
43 Indirect Cost Reimbursement	0	0			
44 Gains and Losses from Sale of Fixed Assets	0	0			
45 Compensation for Loss of Fixed Assets	0	0			
46 Other	0	0			
47 Total Other Sources of Funds	0	0			
48 Total Revenue and Other Sources of Funds from All Sources	6,270,511	5,872,277			

ANNUAL STATISTICAL REPORT 2008-2009

PAGE: 1

LEA: 2901000

SIS: RPT580

COUNTY: HAMPSHIRE

CYCLE: 09/30/2009

DISTRICT: BLESVINS SCHOOL DISTRICT

RUN: 09/25/2009:14:58:58

	2008-2009 Actual	2009-2010 Budget
01 Area In Square Miles	224	224
02 ADA	0	0
03 ADA Pct Change Over 5 Yrs.	0	0
04 4 QTR ADM	0	0
05 Prior Year 1 QTR ADM	0	0
06 Assessment	0	0
07 M&O Mills	0	0
08 URT Mills	25	25
09 M&O Mills In Excess Of URT	0	0
10 Dedicated M&O Mills	0	0
11 Debt Service Mills	0	0
12 Totals Mills	0	0
13 Total Debt Bond/Non Bond	0	0
14 Property Tax Receipts (Incl URT)	845,829	825,000
15 Other Local Receipts	305,035	122,320
16 Revenue From Intern Socs	0	0
17a Foundation Funding (Excl URT)	1,351,302	1,100,959
17b Enhanced Educational Funding	59,529	22,435
17c 9st Tax Collection Rate Guarantee	39,465	0
18 Student Growth Funding	0	0
19 Declining Enrollment Funding	119,861	127,696
20 Consolidation Incentive/Assistance	0	0
21 Isolated Funding	82,835	0
22 Supplemental Millage Incent. Funds	5,854	5,018
23 Other Restricted State Funding	350	0
24 Total Unrst Rev State & Local Socs	4,810,060	4,203,423
25 Adult Education	0	0
26 Professional Development	28,280	26,436
27 Other Regular Education	13,243	0
28 Gifted And Talented	1,050	0
29 Alt. Learning Environment (ALE)	0	0
30 English Language Learner (ELL)	4,981	0
31 National School Lunch Act (NSLA)	410,023	469,216
32 Other Special Education	5,049	0
33 Workforce Education	0	0
34 School Food Service	2,559	2,500
35 Educational Service Cooperatives	0	0
36 Early Childhood Programs	61,587	72,900
37 Magnet School Programs	0	0
38 Other Non-Instructional Program Aid	221,625	38,335
39 Tot Restricted Rev From State Socs	750,402	609,437
40 Tot Restricted Rev From Fed Socs	898,177	1,177,556
41 Financing Sources	0	0
42 Balances Consol/Annexed District	0	0
43 Indirect Cost Reimbursement	0	0
44 Gains & Losses - Sale Fixed Assets	2,209	0
45 Compensation - Loss Of Fixed Assets	0	0
46 Other	0	0
47 Total Other Sources Of Revenue	2,209	0
48 Total Revenue All Sources	6,460,848	5,990,421
49 Regular Instruction	2,705,438	2,460,823
50 Special Education	372,111	405,699
51 Workforce Education	321,519	329,991
52 Adult Education	0	0
53 Compensatory Education	158,753	103,089
54 Other	85,892	85,039

ANNUAL STATISTICAL REPORT 2008-2009

PAGE: 2

LEA: 2901000

SIS: RPT580

COUNTY: HEMPSTEAD

CYCLE: 09/30/2009

DISTRICT: BLEVINS SCHOOL DISTRICT

RUN: 09/25/2009:14:58:58

	2008-2009 Actual	2009-2010 Budget
95 Total Instruction	3,643,732	3,394,847
96 General Administration	165,102	163,933
97 Central Services	51,957	52,858
98 Maintenance & Operations Of Plant	556,122	487,536
99 Student Transportation	245,835	230,492
60 Othr District Level Support Service	570	750
61 Tot District Level Support Services	1,019,585	915,489
62 Student Support Services	291,680	219,116
63 Instructional Staff Support Service	896,747	812,715
64 School Administration	337,974	320,418
65 Total School Level Support Services	1,526,401	1,352,279
66 Food Service Operations	353,362	337,232
67 Other Enterprise Operations	222	0
68 Community Operations	0	0
69 Other Non-Instructional Services	0	0
70 Total Non-Instructional Services	353,584	337,232
71 Facilities Acquisition And Const.	228,095	451,601
72 Debt Service	124,339	116,643
73 Payments To Other LEAs Within State	0	0
74 Payments To Other LEAs Outside St.	0	0
75 Other Non-Programmed Costs	30,706	0
76 Total Expenditures	6,926,441	6,578,071
77 Less: Capital Expenditures	253,215	455,011
78 Less: Debt Service	124,339	116,643
79 Total Current Expenditures	6,548,887	6,006,417
80a Tuition From Individuals	0	0
80b Tuition From Other LEAs In The St	0	0
80c Transport Fees From Individuals	0	0
80d Trans. Fees From Other LEAs In St	0	0
80e Serv Provid LEA (Not Tuition/Trans)	0	0
80f Food Service Revenue	65,425	57,000
80g Student Activity Revenue	121,383	0
80h Textbook Revenue	0	0
80i Title I Expenditures	405,151	245,224
80j Title V Expenditures	0	0
80k "Less: Title I Transfers "In""	0	0
80l "Less: Title V Transfers "In""	0	0
80m Adult Education Expenditures	0	0
80n Preschool Expend. (not Title I&V)	81,153	100,425
80o Community Operation (not Title I&V)	0	0
80p Othr Non-Prg Cost (not Title I&V)	30,706	0
81 Net Current Expenditures	5,843,039	5,603,767
82 Per Pupil Expenditures	0	0
83 Persnl-Non-Fed Certified Clarm FTEs	56.88	56.88
84 Ave Sal-Non-Fed Cert Clarm FTEs	41,900	41,900
85 Persnl-Non-Fed Certified FTEs	66.69	66.69
86 Ave Salary-Non-Fed Certified FTEs	43,569	43,569
87a Legal Balance (Funds 1 & 2 & 4)	1,341,918	968,855
87b Total Categorical Fund Balances	24,739	91
87c Deposits With Paying Agents (QZAB)	0	0
87d Net Legal Bal (Excl Cat & QZAB)	1,317,179	968,765
88 Building Fund Balance	161,818	4,295
89 Capital Outlay Fund Balance	0	0



ARKANSAS DEPARTMENT OF EDUCATION

October 27, 2009

Dr. Tom W. Kimbrell
Commissioner

**State Board
of Education**

Dr. Naccaman Williams
Springdale
Chair

Jim Cooper
Melbourne
Vice Chair

Sherry Burrow
Jonesboro

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Toyce Newton
Crossett

Mr. Randy R. Treat
Superintendent
Blevins School District
P. O. Box 98
Blevins, AR 71825

Dear Superintendent Treat:

This letter is to notify you that your request and Petition for the Closure of an Isolated School, specifically the Emmet K-12 campus, has been received by the Arkansas Department of Education. Please be advised that the State Board of Education (State Board) will conduct a hearing on this matter at its regularly scheduled meeting on Monday, November 9, 2009, which begins at 1:00 p.m. The meeting will be held in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, AR 72201.

You, and any local school board members or other district representatives who might wish to address the State Board, should plan to be in attendance at the meeting. The practice of the State Board concerning case presentation is attached to this letter, as well as a copy of the Department's Rules Governing the Closing of Isolated Schools.

If you have any questions, please contact my office.

Sincerely,

Tripp Walter
Interim General Counsel

Attachments

Cc: Dr. Tom Kimbrell-Commissioner of Education
Dr. Gene Ross
Tonya Cox

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

ISOLATED SCHOOL CLOSURE PROCEDURES

- 1.) The petitioning school district will be given up to fifteen (15) minutes to present its case.
- 2.) Any persons opposed to the closure will have up to fifteen (15) minutes to present their comments.
- 3.) A representative from any group opposing the closure will have up to five (5) minutes to make any closing statements; and
- 4.) The petitioning school district will have up to five (5) minutes to make any closing statements.
- 5.) The State Board will deliberate and take action upon the isolated school closure petition.

*NOTE: The State Board is free to ask questions of any speaker at any point in the consideration of the isolated school closure petition.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CLOSING OF ISOLATED SCHOOLS
July 2005

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Closing of Isolated Schools Following an Annexation or Consolidation of Public School Districts.

2.00 AUTHORITY

- 2.01 The State Board of Education's authority for promulgation of these rules is pursuant to Ark. Code Ann. §§ 6-11-105 and 6-13-1603.

3.00 DEFINITIONS

- 3.01 "Affected district" means a school district that loses territory or students as a result of administrative annexation or consolidation.
- 3.02 "Closure" means the cessation of use of a school or part thereof for the purpose of daily classroom instruction.
- 3.03 "Isolated school" means a school within a school district that, prior to administrative consolidation or annexation pursuant to Ark. Code Ann. §§ 6-13-1601 *et seq.*, qualified as an isolated school district under Ark. Code Ann. § 6-20-602.
- 3.04 "Partial closure" means the cessation of some, but not all, daily classroom instruction within a school (e.g., changing the use of the school from grades one (1) through eight (8) to grade one (1) through five (5)).
- 3.05 "Receiving district" means a school district that receives territory or students, or both, from an affected district as a result of an administrative annexation.
- 3.06 "Resulting district" means the new school district created from an affected district or districts as a result of an administrative consolidation.

4.00 CLOSING OF ISOLATED SCHOOLS

- 4.01 Procedures for Closure by Local School District Board of Directors

Isolated schools within resulting or receiving districts shall remain open unless:

- 4.01.1 The school board of the resulting or receiving school district adopts a motion to close the isolated school or parts thereof by:
 - 4.01.1.2 Unanimous vote of the full board of directors, or
 - 4.01.1.3 A majority vote of the full board of directors, but less than a unanimous vote, and such motion is considered by and approved by a majority vote of members of the State Board of Education.
- 4.02 Procedures For State Board of Education Consideration of Local School District's Motion To Close Part or All of an Isolated School

Any school board seeking the State Board of Education's approval to close an isolated school or schools or parts thereof pursuant to Section 4.01 above shall do the following:

 - 4.02.1 Request, in writing, a hearing on the matter of the isolated school closure before the State Board of Education no less than thirty (30) days before a regularly scheduled meeting of the State Board of Education.
 - 4.02.2 The hearing request shall be accompanied by a petition to have the local school board's motion on the matter of the isolated school's closure reviewed and approved by the State Board of Education. Hearing requests which are not accompanied by a petition shall be returned to the submitting school district and shall not be considered by the State Board of Education.
 - 4.02.3 The petition shall address all of the following:
 - 4.02.3.1 Identify the specific isolated schools or part thereof that the local board has moved to close;
 - 4.02.3.2 State all reasons that the isolated schools or part thereof shall be closed;
 - 4.02.3.3 State how the closure will serve the best interests of the students in the district as a whole;
 - 4.02.3.4 State if the closure will have any negative impacts on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

4.02.3.5 Have attached a copy of the final motion approving the closure by the local board of directors.

- 4.03 Upon reviewing the local school board's motion to close all or part of an isolated school or schools, the State Board of Education shall have the authority to review and approve or disapprove the petition.
- 4.04 The State Board of Education shall only approve a local school board's motion to close all or part of an isolated school or schools if the closure is in the best interest of the students in the school district as a whole.
- 4.05 The State Board of Education shall not close a school if it finds that the closure will have any negative impact on desegregation efforts or will violate a court order from a court of competent jurisdiction.
- 4.06 The State Board of Education is not authorized to require the closure of an isolated school, or any parts thereof, without a motion from the local school board of directors as described in Section 4.01 above.
- 4.07 This Rule shall become effective on August 12, 2005.

C

West's Arkansas Code Annotated Currentness

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39)

Chapter 20. Finances

Subchapter 6. Local School District Isolated Funding

→ § 6-20-602. Isolated schools

(a) "Isolated school" means a school within a school district that:

(1) Prior to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5) qualified as an isolated school district under § 6-20-601; and

(2) Is subject to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5).

(b) Any isolated school within a resulting or receiving district shall remain open unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:

(1) Unanimous vote of the full board of directors; or

(2)(A) A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education.

(B) Any school board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section shall:

(i) No less than thirty (30) days prior to a regularly scheduled state board meeting, request a hearing on the matter before the state board and file a petition to have the motion reviewed and approved by the state board.

(ii) The petition shall:

(a) Identify the specific isolated schools or part thereof that the local board of directors has moved to close;

(b) State all reasons that the isolated schools or part thereof should be closed;

(c) State how the closure will serve the best interests of the students in the district as a whole;

(d) State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

(e) Have attached a copy of the final motion approving the closure by the local board of directors.

(C)(i) Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivision (b)(2)(A) of this section, the state board shall have the authority to review and approve or disapprove the petition.

(ii) The state board shall only approve a motion to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section if the closure is in the best interest of the students in the school district as a whole.

(iii) The state board shall not close a school if the state board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.

(D) The state board is not authorized to require the closure of an isolated school or any parts thereof without a motion from the local board of directors as required under subdivision (b)(2)(A) of this section.

(c) Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

CREDIT(S)

Acts of 2003 (2nd Ex. Sess.), Act 60, § 5, eff. Jan. 29, 2004; Acts of 2005, Act 1397, § 2, eff. Aug. 12, 2005.

Formerly A.S.A. 1947, §§ 80-485, 80-487; Acts of 1983 (Ex. Sess.), Act 42, §§ 2, 4; Acts of 1983 (Ex. Sess.), Act 64, §§ 2, 4; Acts of 1995, Act 917, § 15(b).

HISTORICAL AND STATUTORY NOTES

Arkansas Code Revision Commission

Technical changes were made in 2003, 2005, and 2007 to conform with the official Arkansas Code of 1987 as approved by the Arkansas Code Revision Commission.

© 2009 Thomson Reuters. No Claim to Orig. US Gov. Works.

ADMINISTRATIVE CODE REFERENCES

Rules governing closing isolated schools, see Code Ark. R. 005 01 011.

LIBRARY REFERENCES

Schools  19(1).

Westlaw Key Number Search: 345k19(1).

C.J.S. Schools and School Districts §§ 7, 9.

A.C.A. § 6-20-602, AR ST § 6-20-602

Current through end of 2009 Reg. Sess., including changes made by Ark. Code Rev. Comm. Received through 10/20/09.

(C) 2009 Thomson Reuters

END OF DOCUMENT

© 2009 Thomson Reuters. No Claim to Orig. US Gov. Works.



THE ATTORNEY GENERAL
STATE OF ARKANSAS
MIKE BEEBE

Timothy G. Gauger
Senior Assistant Attorney General

Direct dial: (501) 682-2586
E-mail: tim.gauger@ag.state.ar.us

April 16, 2004

VIA FACSIMILE AND U.S. MAIL

Mr. Tom Courtway, Interim Director
Arkansas Department of Education
4 Capitol Mall
Little Rock, Arkansas 72201-1071

Re: Administrative Annexation of Emmet School District to the Blevins School District

Dear Mr. Courtway:

This is in response to your letter to General Beebe dated April 1, 2004, in which you ask for an advisory opinion as to whether proposed administrative annexation of the Emmet School District to the Blevins School District "would negatively affect, hamper or delay the desegregation efforts of the affected or any other school districts." Act 60 of the Second Extraordinary Session of the 84th General Assembly provides, among other things, that "[a]ll administrative consolidations or annexations [approved by the State Board of Education] shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state." Along with your letters you enclosed copies of the relevant Petition for Voluntary Annexation and supporting documentation. To assist the Department and the Board in fulfilling their responsibilities under Act 60, we offer the following observations concerning the proposed annexation.

Act 60 does not define the term "desegregation." Under United States Supreme Court precedent, the term "desegregation" is a legal term of art that describes the process by which a school district eliminates, to the extent practicable, the lingering effects or "vestiges" of prior *de jure* racial discrimination. Thus, in the absence of a finding that a school district has engaged in the past in activities prohibited by the Fourteenth Amendment to the United States Constitution, and that there are presently lingering effects or vestiges of that discrimination that remain unaddressed, a school district is not "desegregating" as that term is used in case law. In this case, the State Board is considering the annexation of the Emmet School District to the Blevins School District, essentially creating a new larger district encompassing most of northern Hempstead County and a small portion of Nevada County. The school districts contiguous to

323 Center Street • Suite 200 • Little Rock, Arkansas 72201
(501) 682-2007 • FAX (501) 682-2591
Internet Website • <http://www.ag.state.ar.us/>

this newly formed district are the Hope, Nevada County, Prescott, Delight, Murfreesboro, Nashville and Saratoga School Districts.¹ We are unaware of any pending desegregation court decrees in the Hope, Nevada County, Prescott, Delight, Murfreesboro, or Saratoga School Districts. However, based upon information provided to us by the Department of Education, it appears that the Nashville School District is still operating under a federal court desegregation order or decree, and that this decree has not been formally dismissed.² The initial question, then, is whether an annexation of Emmet to Blevins would "create a school district that hampers, delays, or in any manner negatively affects the desegregation" of the Nashville School District.

We note, initially, that this question is largely one of fact that this office is not equipped to answer definitively. Furthermore, as noted in Attorney General Opinion No. 2003-269, our office cannot offer a definitive opinion as to the interpretation of a federal court order or consent decree, especially in a case to which the State is not a party. However, based upon the information available to us, we cannot conclude that the proposed annexation of Emmet to Blevins would interfere with the Nashville School District's ability to desegregate or to comply with its court-imposed obligations.

We have no information that indicates that the Blevins School District (which shares a border with Nashville) or the Emmet School District are or ever were parties to the desegregation litigation concerning Nashville or are otherwise under federal court supervision or operating under a desegregation court order or decree. Indeed, the superintendents of both Emmet and Blevins have each certified under oath that their respective districts are not involved in desegregation litigation in a United States Court or under the continuing jurisdiction of a United States Court order regarding desegregation of a public school or schools. Accordingly, it is highly unlikely that the Nashville order or decree imposes, directly or indirectly, any obligations on the Emmet or Blevins School Districts such as, for example, an obligation to permit students residing in Blevins to attend school in Nashville (or vice versa) to assist Nashville in obtaining some form of racial balance in its schools. Indeed, it has long been the law that such an "interdistrict" remedial order cannot be imposed by a court in the absence of a finding of an "interdistrict" constitutional violation. Were there such a finding in the Nashville litigation, the Emmet or Blevins districts would almost certainly have been parties to the case, and we have no information that suggests that Emmet or Blevins were ever parties to any litigation concerning the Nashville School District. Based upon the limited information available to us, we cannot say that the proposed annexation of Emmet to Blevins is likely to have any negative effect on the Nashville School District's desegregation efforts or its ability to comply with any court-imposed obligations.

¹ I note that the Saratoga School District has petitioned the Board for annexation to the Mineral Springs School District.

² Our understanding is based upon a December 18, 2003 letter from the Department's General Counsel to the Desegregation Litigation Oversight Committee. The letter indicates that, in response to memoranda from the Director of the Department, the Nashville School District advised the Department that it was still operating under a federal court desegregation order.

While the language of Act 60 speaks in terms of the creation of a "new" district that would negatively affect desegregation efforts in "another" school district, we believe that the Board must also consider whether the proposed annexation would negatively impact any desegregation efforts that may be ongoing in the petitioning districts themselves. On that issue, we again note that in the Petition for Annexation submitted by the affected districts the superintendents of the Emmet and Blevins School Districts have each certified under oath that their respective districts are not involved in desegregation litigation in a United States Court or under the continuing jurisdiction of a United States Court order regarding desegregation of a public school or schools. Assuming this information is correct, we cannot say that the proposed annexation will interfere in any way with any desegregation efforts in the petitioning districts.

Finally, as will be the case in any proposed annexation or consolidation, the Board must be cognizant that even if there is no evidence that an existing desegregation order will be impacted, the Board should not approve any annexation or consolidation plan that has been proposed with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 500 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation — that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1, Denver*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

The requisite unconstitutional intent may be established by direct proof, or by inference. *Keyes, supra*, 413 U.S. at 201. Furthermore, an inference of unlawful intent can be drawn from the foreseeable effects of official action. "Adherence to a particular policy or practice, with full knowledge of the predictable effects of such adherence upon racial imbalance in a school system is one factor among many others which may be considered by a court in determining whether an inference of segregative intent should be drawn." *Columbus Bd. of Educ. v. Penick*, 443 U.S. 449, 464-65 (1979).

There are numerous cases that discuss legal challenges to school district annexations and consolidations in the context of desegregation litigation, but in each case the question of whether a particular annexation or consolidation (or series of annexations or consolidations) were done with the requisite unconstitutional intent is a highly fact-specific inquiry. A good example is provided by the case of *Hoots v. Commonwealth of Pennsylvania*, 672 F.2d 1107 (3d Cir. 1982). In *Hoots*, the Pennsylvania legislature passed laws in the 1960's that required county boards of education to submit, and for the State Board of Education to review and approve, plans for the reorganization of the state's school districts. Pursuant to state law, the State and county boards established the General Braddock Area School District (GBASD) in east-central Allegheny County. The student population of the GBASD was 63% black. The boards also established nearly all-white school districts (ranging from 87% to 98% white) surrounding the GBASD. The

population of the GBASD area was becoming increasingly black at an accelerated pace, and the GBASD area was economically depressed and encompassed "declining" communities. Residents of the GBASD filed suit, alleging that the State and county boards' actions in reorganizing the school districts in east-central Allegheny County violated the Fourteenth Amendment. The trial court agreed with the plaintiffs, and the Third Circuit Court of Appeals affirmed. The Court of Appeals acknowledged, as noted earlier, that unconstitutional intent is a fact specific inquiry, and that unlawful intent to segregate can be proven directly or by inference. The Court of Appeals held that there was ample direct and indirect evidence of unconstitutional intent. The Court cited to direct evidence that local officials in areas surrounding the GBASD opposed merger with the majority-black GBASD area due to racial considerations, and that those concerns were communicated to the State and county boards. There was also indirect evidence from which unlawful intent could be inferred:

The district court, for example, considered it significant that the Boards' redistricting plan disregarded statutory and administrative reorganization standards, e.g., the statutory 4000 pupil minimum guideline, the requirement that existing facilities be used where possible, the requirement of racial and cultural diversity, and the requirement that each district be capable of providing a comprehensive educational program.

Furthermore, the district court properly weighed evidence such as the Board members' admitted knowledge that their redistricting decisions would cause and perpetuate segregation, the foreseeability of the segregative result, the Boards' formulation of boundaries that promoted no other interest other than racial segregation, [and] the Boards' rejection of alternative school district configurations in favor of a segregation-maximizing alternative[.]

Hoots, 672 F.2d at 1118.

Given the highly fact-specific nature of cases such as this, and given the limited information available to us, we cannot definitively opine as to whether or not a Fourteenth Amendment challenge to the proposed annexation of Emmet to Blevins would succeed. Given the case law, we strongly urge the State Board to scrupulously and consistently adhere to the statutory criteria set forth in Act 60 and its implementing regulations in each and every proposed annexation or consolidation, and that the Board satisfy itself that all approved annexations or consolidations are supportable by considerations other than racial concerns. "[A] series of Board actions and practices that cannot be explained without reference to racial concerns" and that causes "racial separation of the schools" is strong evidence of racial discrimination. *Columbus Bd. of Educ. v. Penick*, *supra*, 443 U.S. at 461-62.

To assist the State Board, we have attached as Exhibit A a spreadsheet showing the racial composition of the petitioning districts and the surrounding districts, based upon 2003-04 enrollment data posted on the Department of Education's "AS-IS" website. As the Board will

Mr. Tom Courtway
April 16, 2004
Page 5

note, a combined Emmet-Blevins district would have a student population that is 69.97% white, 21.72% black, and 7.64% Hispanic. The districts surrounding Emmet and Blevins have a weighted average student population that is 52.62% white, 37.64% black and 9.14% Hispanic. It is difficult to conclude, examining this data alone, that the approval of the proposed annexation could be viewed as motivated by impermissible intent to segregate schools. However, should there be any objections to the proposed annexation, particularly any objections based upon an alleged segregative effect of the proposed annexation or any effect on the ability of the Nashville School District to comply with its court-imposed obligations, the Board must evaluate those objections thoroughly and carefully.

Very truly yours,

A handwritten signature in black ink, appearing to read 'T. G. Gauger', with a stylized flourish at the end.

TIMOTHY G. GAUGER
Senior Assistant Attorney General

TGG/dn

Emmet into Blevins

District	African American		Asian		Hispanic		Native American		Total	% African American		% Asian		% Hispanic		% Native American		% White
	American		American		American		American			American		American		American		American		
Emmet	39	0	6	6	4	221	270	270	270	14.44%	0.00%	0.00%	2.22%	1.48%	81.85%			
Blevins	123	1	51	51	0	301	476	476	476	25.84%	0.21%	10.71%	0.00%	63.24%				
New District	162	1	57	57	4	522	746	746	746	21.72%	0.13%	7.64%	0.54%	69.97%				
Surrounding Emmet																		
Hope	1394	9	404	404	6	937	2750	2750	2750	50.69%	0.33%	14.69%	0.22%	34.07%				
Nevada County	164	1	5	5	0	270	440	440	440	37.27%	0.23%	1.14%	0.00%	61.36%				
Prescott	446	2	57	57	1	626	1132	1132	1132	39.40%	0.18%	5.04%	0.09%	55.30%				
Weighted Average	2004	12	466	466	7	1833	4322	4322	4322	46.37%	0.28%	10.78%	0.16%	42.41%				

Surrounding Emmet

Hope	1394	9	404	6	937	2750	50.69%	0.33%	14.69%	0.22%	34.07%								
Nevada County	164	1	5	0	270	440	37.27%	0.23%	1.14%	0.00%	61.36%								
Prescott	446	2	57	1	626	1132	39.40%	0.18%	5.04%	0.09%	55.30%								
Weighted Average	2004	12	466	7	1833	4322	46.37%	0.28%	10.78%	0.16%	42.41%								

Surrounding Blevins

Delight	86	0	8	0	269	363	23.69%	0.00%	2.20%	0.00%	74.10%								
Murfreesboro	33	0	10	6	501	550	6.00%	0.00%	1.82%	1.09%	91.09%								
Nashville	471	15	169	3	1157	1815	25.95%	0.83%	9.31%	0.17%	63.75%								
Saratoga	119	0	6	0	32	157	75.80%	0.00%	3.82%	0.00%	20.38%								
Weighted Average	709	15	193	9	1959	2885	24.58%	0.52%	6.69%	0.31%	67.90%								
Comb. Wght. Avg.	2713	27	659	16	3792	7207	37.64%	0.37%	9.14%	0.22%	52.62%								



From: Cox, Tonya

Sent: Wednesday, October 21, 2009 1:45 PM

Subject: Guidance / Direction Needed Please

Good afternoon, I am seeking your help on behalf of myself and members of my community. We are searching for information, regarding what actions individuals can take, to have their voices heard, if need be, by you, the Arkansas State Board of Education.

Background prompting my request,

During a public meeting, in Emmet, Arkansas on September 09, 2009, the Superintendent of the Blevins School District, Mr. Randy Treat, informed the public, the district continues to show a decline in the legal balance, each year. He then presented the public with figures he felt would stop the declining legal balance. The figures were derived from estimated savings, if the (PreK-12) campus at Emmet was closed. During that meeting, he further stated, he had not yet made a recommendation, to the District School Board to close the campus, and the subject was not on the September agenda; however, during the September meeting, (9/14/09) they did in fact vote to close the campus, at the end of this school year. We have been informed; a petition has been submitted, to the Arkansas State Board of Education, for your approval, to close the isolated campus in Emmet, during the November meeting.

The Emmet community has not been given an opportunity, to fully understand how closing a campus, with a current enrollment of 222 students, can stop this decline in the legal balance. According to figures provided to the public, by the Superintendent, the expenditures for one year are less than the monies received, by the State alone, per child. That figure did not include any other revenue received, such as Federal assistance, property taxes, etc.

We fear this closure, if approved, could result in automatic fiscal distress for the District, due to the fact the students from the Emmet area, will have the choice of attending three other schools, if this closure is approved. These campuses are closer than the Blevins campus, two of them almost half the distance, and the roads, to those schools, are all paved, and in much better condition, than the route the Superintendent is proposing, for our students.

We do not understand, why there seems to be such a push, to get this approved by you, if the intent is to leave the Emmet campus open, for the remainder of this year. We want, we need, to fully understand how this closure can benefit the students, not just the bottom line. The Superintendent was quoted by the local newspaper as saying, "It is a sad day when a school has to close. No one is happy about it. The board is not happy about it. I am not happy about it. It is simply a matter of business, that in order to ensure long term viability of the district, that we could not sustain two K-12 campuses". This leaves us with the fear, that the best interest of the students, in the Emmet area, is not a priority, only the business. We want to understand, how the students from the Emmet area, will be able to participate, in academic and extracurricular activities, after regular school hours, such as the 2 hour tutoring sessions that will be offered, after school, next year on the Blevins campus. We want to have the opportunity to decide, if the education of our students, is being compromised by a true potential for fiscal distress or someone's inability to operate within an established budget.

The Superintendent was also quoted in the local newspaper as saying "a district can be in distress with relationship to the money, the academics or the physical structures, and that a designation in any category can be **"deadly"**". We don't understand this statement, and feel we need more information to assist us in deciding what is best for our students. At this time, we do not feel the best interest of the students is the top priority. A representative, for the Emmet area submitted a written request to speak at the October district meeting; however, after providing his reasons for the request, he received notification from the Superintendent, stating only, "Request denied".

Please forgive me, if it is inappropriate, to make such a request to you, the members of the State Board directly; I sincerely apologize if it is; I mean no disrespect. I/we just don't know where else to turn. Please, if you could, provide us with guidance and direction. Thank you.

10/26/2009

Tanya A. Cox

413 Manor Road
Prescott, AR 71857
October 21, 2009



State Board Office
Arkansas Department of Education
Four Capitol Mall
Room # 305-A
Little Rock, AR 72201

ATT'N: Mrs. Roberts:

Dear Mrs. Roberts:


I would like to be on the Agenda of the State Board, for the purpose of opposing the closure of Emmet School, when the board meets regarding Blevins School District's Petition to close Emmet School.

I was Superintendent of the Emmet School District in 2004 when the school annexed with Blevins School. The reason that Emmet annexed with Blevins was due to the fact that the Blevins School Board and Superintendent gave Emmet their word that they would keep Emmet School open. It would have been more feasible to have annexed with Prescott or Hope if students were being transported due to the distance. They kept their word for five years until the superintendent and a majority of the board had changed.

It was upon my recommendation that the Emmet Board voted to annex with Blevins; therefore, I feel responsible for this action, and safety of the students. I do not feel it is in the best interest of the students to close Emmet School.

I would appreciate the opportunity to discuss this matter with the State Board of Education.

Sincerely,



Gene M. Ross, Ed.D

Phone No. 870-703-5994

October 27, 2009

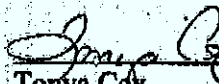
Advocates for Blevins School District
2363 Nevada 14
Emmet, AR 71835

Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201


Dear Board Members:


We and/or a representative formally request that we be placed on the agenda for the State Board meeting, which will address the petition to close the Emmet Campus in the Blevins School District, so that all parties affected may have the full opportunity to be heard. We have several concerns we would like to address and requests from members of our community to be placed on the agenda for the district meeting have been denied.


Sincerely,


Tonya Cox

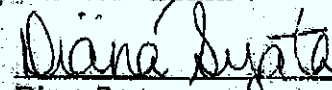

Suzanne Davidson


Barbara Fore


Holly Laughard


Karen McBride


Kathleen Mitchell


Diana Syata

Suzanne Davidson
2896 U.S. Hwy 67
Emmet, AR 71835
870-887-5875

Date: 10.28.2009

To: Marge

Fax # 501-682-9026

From: Suzanne Davidson

Pages (including cover sheet) 4

Before the Arkansas State Board of Education

**IN THE MATTER OF THE CLOSURE OF THE EMMET K-12 CAMPUS OF THE BLEVINS
SCHOOL DISTRICT IN HEMPSTEAD COUNTY**

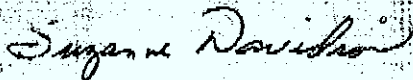
**PETITION FOR POSTPONEMENT IN DECISIONS REGARDING CLOSURE OF A
BUILDING OF AN ISOLATED SCHOOL**

Comes now, Suzanne Davidson, of Emmet, Nevada County, Arkansas, to petition the Arkansas State Board of Education to officially postpone the decision regarding closure of the Emmet K-12 campus and would hereby submit to the board as follows:

Pursuant to Act 1397 of 2005, codified Ark. Code Ann s 6-20-602 and the rules Governing the Closing of Isolated Schools, the Petitioner hereby submits and Incorporates in this petition as Exhibits 1 and 2 (Exhibit 1, being minutes from Blevins District School Board meeting to close the Emmet campus; Exhibit 2, Being a copy of ADE reg 4.01.1), attached hereto, proof that "Full Board" of the Blevins District Board was not present when vote was taken to close the Emmet campus.

Wherefore, the Petitioner requests that the Arkansas State Board postpone their decision for closure until such time that Full Board for the Blevins School District does meet, and comply with ADE reg. 4.01.1 and that Arkansas State Board issue an Order to this effect and that this order be filed with the County Clerk of both Hempstead County and Nevada County.

Respectfully submitted,



Suzanne Davidson
2896 U.S. Hwy 67
Emmet, Arkansas 71835

10-27-09

Meeting of the Blevins School Board was held on Monday, September 14, 2009 at 7:00 p.m., at the Blevins High School gymnasium. Members present were, Joan Noesser, Danny Lauterbach, Tim Estes and Jay Smith. (Board member Carl McGill arrived at 7:10 p.m.) Others present were Superintendent Randy Treat, Billy Lee, Carla Narlesky, Pat Loe and Shirley Treat. See list for others present. Danny Lauterbach said the prayer and the pledge was said by all present. The minutes of the August 10, 2009 regular meeting and the August 24, 2009 special meeting were approved.

Personnel: Board went into executive session at 7:04 p.m. and returned at 7:09 p.m.

Superintendent, Randy Treat recommended the board accept the resignation of Sherry Schroder from the Blevins High School campus. Jay Smith made motion to accept recommendation. Motion approved with a vote of 4 to 0. Superintendent Randy Treat recommended the board accept the resignation of Linda Herr for ½ time cafeteria on the Emmet campus. Tim Estes made motion to accept recommendation. Motion approved with a vote of 4 to 0. Superintendent Randy Treat recommended the board hire Pam Hash as personal aide at the Blevins Elementary campus. Tim Estes made motion to accept recommendation. Motion approved with a vote of 4 to 0. (Board member Carl McGill arrived at 7:10 p.m.) Superintendent Randy Treat recommended the board hire Dawn Mills at the Emmet campus. Tim Estes made motion to accept recommendation. Motion approved with a vote of 5 to 0.

Tim Estes made motion to accept agreement with Prescott for "Mr. Plyler, Emmet Agriculture teacher to instruct students from their high school". A discussion was held on the matter. Motion approved with a vote of 5 to 0.

Danny Lauterbach made motion to approve the Fire Alarm system at the Blevins Fine Arts and Agriculture buildings also, purchase security cameras and locks for the buildings. Motion approved with a vote of 5 to 0.

Tim Estes made motion to purchase student insurance for a period of 2 years at a fixed cost. Motion approved with a vote of 5 to 0.

Danny Lauterbach made motion to accept Superintendent Randy Treat's recommendation to sell the beds from the FEMA trailers and the old stove from Blevins cafeteria. Motion approved with a vote of 5 to 0.

Budget: Carla Narlesky gave a finalized report on the Federal portion of the budget. See attached. Superintendent Randy Treat gave a report on the Operating portion of the budget.

Danny Lauterbach made a motion to close the Emmet campus at the end of the 2009-2010 school years. Joan Noesser seconds the motion. There was a discussion. Motion approved with a vote of 4 to 1. (Joan Noesser/yes, Danny Lauterbach/yes, Carl McGill/yes, Tim Estes/yes, and Jay Smith/no.)

Agency # 005-23

4.01.1 The school board of the resulting or receiving school district adopts a motion to close the isolated school or parts thereof by:

4.01.1.2 Unanimous vote of the full board of directors, or

4.01.1.3 A majority vote of the full board of directors, but less than a unanimous vote, and such motion is considered by and approved by a majority vote of members of the State Board of Education.

Before the Arkansas State Board of Education

**IN THE MATTER OF THE CLOSURE OF THE EMMET K-12 CAMPUS OF THE
BLEVINS SCHOOL DISTRICT IN HEMPSTEAD COUNTY**

**PETITION FOR POSTPONEMENT IN DECISIONS REGARDING CLOSURE OF
A BUILDING OF AN ISOLATED SCHOOL.**

Comes now, Kathleen Mitchell, of Emmet, Nevada County, Arkansas, to petition the State Board of Education to officially postpone the decision regarding closure of the Emmet K-12 campus and would hereby submit to the State Board of Education as follows:

The Petitioner submits in the petition Exhibit 1-3, attached hereto, a copy of Legislative Joint Auditing Committee finding, dated June 30, 2006, June 30, 2007, and June 30, 2008, indicating a reportable condition within financial findings.

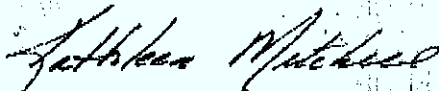
Over the past two (2) years all aspects of financial management have been primarily conducted by Mr. Randy Treat, Superintendent. Mr. Treat has endorsed the closure of Emmet's campus for these two (2) years. His office and his dwelling are currently at the Blevins campus. Due to this, his personal ties to the Blevins community, Blevins faculty and Blevins students are strong. Petitioner fears the community of Emmet and campus at Emmet have not received the same attention and consideration as the Blevins community and campus. Emmet community is currently represented by two (2) members of a seven (7) member school board. Emmet currently has 222 students enrolled while Blevins has more than 400 enrolled. The Emmet community and Emmet campus are, in fact, a minority in the present situation. As an employee of the school district, Mr. Treat would understandably feel stronger ties to the Blevins campus and community. The figures of savings presented to the Blevins District Board and the Arkansas State Board of Education were compiled by Mr. Treat.

Petitioners point is not to question Mr. Treat's integrity, but to be assured there is no option for question.

10-28-09 14:33 FROM Nevada CO. Sheriff 111 +870 887 5131 P 005 103/05 0 271

Wherefore, The Petitioner requests that the State Board postpone their decision regarding the closure of the Emmet K-12 campus and that the Emmet K-12 students remain at the Emmet campus until such time that a thorough and detailed audit of finances by qualified auditing officials with no conflicting interests/involvement can be conducted. Petitioner further requests this audit be at the expense of Blevins School District and that any action taken regarding closure of Emmet campus by the Arkansas State Board be postponed until such findings have been reviewed, compared to current reported findings, and approved by State Board and that it issue an order to do so and that this order be filed with the County Clerk of both Hempstead County and Nevada County.

Respectfully submitted,



Kathleen Mitchell
2415 Nevada 14
Emmet, Arkansas 71835

10-27-09

BLEVINS SCHOOL DISTRICT NO. 2
HEMPSTEAD COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS -
FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2006

Schedule 3

SECTION II - FINANCIAL STATEMENT FINDING

REPORTABLE CONDITION

2005-1. Segregation of Duties

Criteria: Financial accounting duties should be distributed among appropriate employees to ensure the proper safeguarding of assets.

Condition: The District does not have adequate staff to segregate financial accounting duties among appropriate employees.

Context: Completion of internal control questionnaire.

Effect: Financial accounting duties are not distributed among the District's employees to sufficiently reduce the risks of fraud or error and to properly safeguard the District's assets.

Cause: Limited financial resources hinder the District's ability to adequately segregate financial accounting duties among employees.

Recommendation: To ensure the proper safeguarding of the District's assets, financial accounting duties should be distributed among appropriate employees.

Views of responsible officials and planned corrective actions: We concur with the recommendation.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No findings and questioned costs noted.

BLEVINS SCHOOL DISTRICT NO. 2
HEMPSTEAD COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS
SUMMARY OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2006

Schedule 4

There were no findings in the prior audit.

BLEVINS SCHOOL DISTRICT NO. 2
HEMPSTEAD COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS -
FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2007

Schedule 3

SECTION II - FINANCIAL STATEMENT FINDING**SIGNIFICANT DEFICIENCY****2007-1. Segregation of Duties**

Criteria: Financial accounting duties should be distributed among appropriate employees to enhance the design of the internal control process to ensure the preparation of reliable financial statements that are fairly presented in conformity with the regulatory basis of accounting.

Condition: The District has not segregated financial accounting duties among appropriate employees to provide reasonable assurance about the achievement of the entity's objectives with regard to reliability of financial reporting.

Context: Completion of internal control questionnaire.

Effect: Financial accounting duties are not distributed among the District's employees to sufficiently reduce the risk that a material misstatement of the financial statements due to fraud or error will not be prevented or detected.

Cause: Cost/benefit implications hinder the District's ability to adequately segregate financial accounting duties among employees.

Recommendation: To achieve effective internal control over financial reporting, accounting duties should be distributed among appropriate employees.

Views of responsible officials and planned corrective actions: We concur with the recommendation.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No findings and questioned costs noted.

BLEVINS SCHOOL DISTRICT NO. 2
HEMPSTEAD COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS
SUMMARY OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2007

Schedule 4

There were no findings in the prior audit.

BLEVINS SCHOOL DISTRICT NO. 2
HEMPSTEAD COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2008

Schedule 3

SECTION II - FINANCIAL STATEMENT FINDINGS

SIGNIFICANT DEFICIENCY

2008-1. Internal Control

Criteria or specific requirement: Internal control is a process consisting of five interrelated components - *control environment, risk assessment, information and communication, control activities, and monitoring*. Management is responsible for adopting sound accounting policies and for establishing and maintaining internal control that will, among other things, initiate, authorize, record, process, and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements.

Condition: A deficiency in the internal control component of control activities adversely affected the District's ability to initiate, authorize, record, process, and report financial data in accordance with the regulatory basis of accounting such that there was more than a remote likelihood that a misstatement of the District's financial statements that would be more than inconsequential would not be prevented or detected. The District has not segregated financial accounting duties among appropriate employees to provide reasonable assurance about the achievement of the entity's objectives with regard to reliability of financial reporting.

Context: An understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit procedures was obtained.

Effect: The District's ability to initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements, as well as the ability to safeguard District assets, were adversely affected by the identified weakness in the above internal control component.

Cause: District management, due to inattention, lack of understanding of management responsibilities, and cost/benefit implications, which hindered the District's ability to hire sufficient appropriate personnel, did not effectively address the deficiency in internal control.

Recommendation: District management should adopt sound accounting policies and establish and maintain internal control that will initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements and that will safeguard District assets.

Views of responsible officials and planned corrective actions: We concur with the recommendation.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No findings and questioned costs noted.

BLEVINS SCHOOL DISTRICT NO. 2
HEMPSTEAD COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2008

Schedule 4

There were no findings in the prior audit.

Holly Laughard
2363 Nevada 14
Emmet, AR 71835
870-796-0296

Date: 10-28-2009

To: Marge

Fax # 501-682-9026

From: Holly Laughard

Pages (including cover sheet) 2

October 27, 2009

Before the Arkansas State Board of Education

**IN THE MATTER OF THE CLOSURE OF THE EMMET K-12 CAMPUS OF THE BLEVINS
SCHOOL DISTRICT IN HEMPSTEAD COUNTY**

**OBJECTION AND REQUEST TO DISMISS PETITION REGARDING CLOSURE OF A
BUILDING OF AN ISOLATED SCHOOL**

**Comes now, Holly Laughard, of Emmet, Nevada County, Arkansas, to Object and Request
Dismissal of Petition to close Emmet K-12 campus filed by Blevins District School Board.**

At the time original petition was presented for Voluntary Administrative Annexation of the Emmet School District into the Blevins School District, Blevins School District knew and agreed that funding for Isolated Schools was to be retained and spent only on the Emmet facility and agreed informally to keep the facility open at Emmet because that was in the "Best Interest of the Students".

Now, with money as a sole basis for changing their mind, they want the Arkansas State Board of Education to modify what was previously approved by Arkansas Department of Education and both parties involved.

Next, we ask you, the State Board of Education to retain the status of Emmet as an annexed district with it facilities being kept open, as this would clearly be in the "Best Interest" of students at Emmet and will in no way harm students at Blevins.

As far as financial concerns, Blevins is not currently on the Financial Distress list. Furthermore, it is hard to believe that all funding for Emmet, as an Isolated School, has been exhausted on Emmet's campus.

If additional revenue is needed, we submit that the Blevins School District should ask for an increase in millage, before closing the Isolated School campus at Emmet.

It is believed that the "Best Interest" of students is for status quo to be maintained.

Sincerely,

Holly Laughard
Holly Laughard

2363 Nevada 14

Emmet, Arkansas 71835

Arkansas Department of Education
Rules Governing Professional Development
July 2005
REVISION October 2009

1.0 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Professional Development.
- 1.02 The State Board of Education (SBE) promulgated these Rules pursuant to Act 1185 of 2005, Act 2095 of 2005, Act 2318 of 2005, Act 2007 of 2005, Act 1183 of 2005, §28 of Act 2131 of 2005, Act 496 of 2009, Act 605 of 2009, Act 606 of 2009, Act 1309 of 2009, Ark. Code Ann. §6-17-704, and Ark. Code Ann. §6-15-201 *et seq.*

2.0 Purposes

- 2.01 To develop a high quality professional development system for all administrators, teachers, and certified instructional support personnel.
- 2.02 Professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement.

3.0 Definitions

- 3.01 Professional Development—a coordinated set of planned learning activities that are based on research, are standards-based and continuous.
- 3.02 Certified Instructional Support Personnel—individuals other than classroom teachers or administrators who support teaching and learning through direct contact with students, such as media specialists and counselors.
- 3.03 Arkansas On-line Professional Development Initiative—is a partnership between the ADE and the Arkansas Educational Television Network to provide on-line programs, courses, and workshops through the AETN.
- 3.04 Arkansas Comprehensive School Improvement Plan (ACSIP)—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance as evidenced on the gradelevel benchmark assessments, end-of-course exams, high school literacy exam, and other appropriate assessment data.
- 3.05 Learning Teams—a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative

assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels.

- 3.06 Study Groups - a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.
- 3.07 Professional Development Plan - outlines the professional development program of activities for a district, school, or individual that is based on student data and is aligned to the ACSIP.
- 3.08 Approved Professional Development Provider - means any organization which provides content for professional development credit, whether delivered in a face-to-face, televised or internet mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon licensed teachers and administrators by Arkansas Statutes and ADE Rules. The term "Approved Professional Development Provider" does not apply to an Arkansas public school district which provides a professional development program solely to its own personnel or to an Education Cooperative which provides professional development to districts/schools. The term "Approved Professional Development Provider" does not apply to professional development programs provided by employees of the Arkansas Department of Education, Arkansas Department of Workforce Education and the Arkansas Department of Early Childhood which provide professional development statewide.
- 3.09 Mentoring/coaching – means increasing capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.
- 3.10 One professional development day is equal to six (6) hours of professional development credit.
- 3.11 Professional Development Program ("Program") means a course of instruction intended to provide content which fulfills the requirement for professional development credit for teachers and administrators licensed by the ADE.
- 3.12 Illness – means disorder of health of an educator or an educator's immediate family (§6-17-1202) that is verified by a written sworn statement of the attending physician.

4.0 Time Requirements

- 4.01 Beginning with the 2005-2006 school year and each school year

thereafter, all certified employees of Arkansas public schools shall complete sixty (60) hours of approved professional development each year.

4.02 The 60-hours professional development requirement must be fulfilled between July 1 and June 30 or June 1 and May 31 as approved by the local district. The local district shall document the district's option.

4.03 The sixty (60) hours of required professional development shall include:

4.03.1 Technology

At least six (6) hours shall be in the area of educational technology.

4.03.2 Arkansas History

Pursuant to Act 2095 of 2005 each teacher who provides instruction in Arkansas history, the sixty (60) hour professional development requirement shall include two (2) hours of training in Arkansas history. It is the responsibility of the school district to provide this training or make it available through other providers.

4.03.3 Parent Involvement

Pursuant to Ark. Code Ann. §6-15-1703 each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies.

Pursuant to §6-15-1703 each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

4.03.4 Administrator

For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

4.03.5 Arkansas Scholarship Lottery Act

Pursuant to Act 605 of 2009 each superintendent, assistant superintendent, grades 7-12 principal, grades 7-12 assistant principal and grades 7-12 guidance counselor shall be required to participate in professional development on the availability of, eligibility requirements for, and the process of applying for state-supported student financial assistance. These educators shall

4.03.5.1 Participate in a three-hour course during the calendar year 2009, or within the first year of employment

4.03.5.2 Complete a one-hour course annually.

4.04 College Courses

Pursuant to Act 1183 of 2005 a three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development, if the college credit:

4.04.1 is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching;

4.04.2 is part of the requirement for the teacher to obtain additional certification in a subject matter that has been designated by the ADE as having a critical shortage of teachers; or

4.04.3 is otherwise approved by the ADE as a graduate level course eligible for professional development credit. No more than half of the required 60-hours of professional development time may be met through college credit hours.

4.04.4 Graduate level courses in educational leadership are eligible for professional development credit based on approval by the ADE. The focus of the course must specifically relate to the job assignment as approved by the district.

4.05 Advanced Placement

Pursuant to Act 2131 of 2005, each hour of approved training received by certified personnel related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours.

4.06 Approved professional development activities, which occur during the instructional day or outside the employee's annual contract days may apply toward the 60-hour minimum professional development requirement.

4.07 Certified employees in positions not directly related to instructional activities shall be responsible for completing sixty (60) hours of professional development each year. However, the focus of their professional development may be prorated among those areas specifically related to their job assignment as approved by the district.

4.08 Any employee who misses any part of regularly scheduled professional

development activities for any reason (such as sickness) must make up that time in other approved professional development activities so that the 60 required hours of professional development are earned during the approved timeframe required under Section 4.02 of these Rules

4.08.1 Pursuant to Act 1309 of 2009 if the educator is absent because of illness of the educator or the educator's immediate family, the educator shall be allowed to make up the hours missed during the remainder of the current school year or succeeding school year. The educator may earn the professional development hours through Arkansas IDEAS, on-line professional development.

- 4.09 Any certified person who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content.
- 4.10 Beginning in the 2005-2006 school year, sixty (60) approved professional development hours annually will be required to renew a teacher or administrator license in order to maintain a valid teaching license.
- 4.11 Beginning in the 2005-2006 school year, those teachers who have not maintained a teaching license but who wish to renew their license shall be required to meet the conditions of the Rules Governing the Requirements and Procedures for Renewing a Standard Arkansas Teaching License.
- 4.12 Adult Education
Pursuant to Act 2007 of 2005 certified personnel working solely part time in one of the following settings shall be required to obtain thirty (30) hours of professional development.
 - 4.12.1 Adult basic education;
 - 4.12.2 General adult education;
 - 4.12.3 English as a second language for adults; and
 - 4.12.4 General Educational Development Test examiners
- 4.13 Beginning in the 2005-2006 school year, thirty (30) approved professional development hours annually will be required to renew a teacher license for those certified personnel working solely part time in a setting described in Section 4.12 of these rules.
- 4.14 Beginning with the 2005-2006 school year, a teacher meeting the criteria of Section 4.12 of these rules who has not maintained a current teaching license but who wishes to renew his or her license shall be required to meet the conditions of the Rules Governing the Requirements and Procedures for Renewing a Standard Arkansas Teaching License.

- 4.15 All Institutions of Higher Education will be required to maintain documentation for its employees who wish to meet the professional development hours to maintain a teaching and/or administrative license according to, and in compliance with this Rule.

5.0 Professional Development Criteria

- 5.01 Professional development is the means by which educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning and must meet the following criteria. All approved professional development shall be aligned to the following Standards developed by the National Staff Development Council:

5.01.1 Context Standards

Requires skillful school and school district leaders who guide continuous instructional improvement;
Organizes educators into learning communities whose goals are aligned with those of the school and school district; and
Requires resources to support educator learning and collaboration.

5.01.2 Process Standards

Uses disaggregated student data to determine educator learning priorities, monitors progress, and help sustain continuous improvements;
Uses multiple sources of information to guide educator improvement and demonstrate its impact;
Prepares educators to apply research to decision making;
Uses learning strategies appropriate to the intended goal;
Applies knowledge about human learning and change; and
Provides educators with the knowledge and skills to collaborate.

5.01.3 Content Standards

Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments and hold high expectations for their academic achievement;
Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately; and
Provides educators with knowledge and skill to involve families and other stakeholders appropriately.

- 5.02 Approved professional development activities shall relate to the following focus areas:

5.02.1	Content (K-12);
5.02.2	Instructional strategies;
5.02.3	Assessment;
5.02.4	Advocacy/leadership;
5.02.5	Systemic change process;
5.02.6	Standards, frameworks, and curriculum alignment;
5.02.7	Supervision;
5.02.8	Mentoring/coaching;
5.02.9	Education technology;
5.02.10	Principles of learning/developmental stages;
5.02.11	Cognitive research;
5.02.12	Parent involvement;
5.02.13	Building a collaborative learning community; <u>and</u>
5.02.14	<u>Student health and wellness, which may include but not limited to</u>
	<u>appropriate training for anticipated rescuers in the use of</u>
	<u>5.02.14.1 automated external defibrillator; or</u>
	<u>5.02.14.2 cardiopulmonary resuscitation</u>

5.03 All approved professional development, whether designed for the individual, school or district, shall be based on the improvement of student achievement on State assessments and increasing student achievement and academic performance.

5.04 Approved professional development takes on many forms and may be earned in the following ways:

5.04.1	Conferences/workshops/institutes
5.04.2	Mentoring/peer coaching;
5.04.3	Study groups/learning teams;
5.04.4	National Board for Professional Teaching Standards Certification;
5.04.5	Distance learning/on-line opportunities;
5.04.6	Internships;
5.04.7	State/district/school programs;
5.04.8	College/university course work;
5.04.9	Action research; or
5.04.10	Individually-guided as noted in the individual professional development plan

5.05 Pursuant to Act 1185 of 2005 and Act 1309 of 2009 an individual may be entitled to up to twelve (12) hours of professional development credit approved by the district/school which may be applied toward the sixty (60) hour professional development requirement for that time period at the beginning of each school year which is used to plan and prepare curriculum or develop other instructional material provided:

- 5.05.1 The time is spent in his/her instructional classroom, office or media center at the public school;
- 5.05.2 The time is prior to the first student teacher interaction day of the school year; and
- 5.05.3 The time is spent in the focus areas listed in Section 5.02 of these Rules, and may include but are not limited to the following:
 - 5.05.3.1 Grade level and/or vertical team planning to integrate subject areas;
 - 5.05.3.2 Team work to analyze student data;
 - 5.05.3.3 Team work to develop academic improvement plans (AIP) or individual educational programs (IEP);
 - 5.05.3.4 Developing assessments for learning (formative assessments);
 - 5.05.3.5 Professional book studies;
 - 5.05.3.6 Developing student-centered units tied to the State academic standards and student learning expectations;
 - 5.05.3.7 Developing intervention strategies to support remediation;
 - 5.05.3.8 Developing and/or revising the Arkansas Comprehensive School Improvement Plan (ACSIP);
 - 5.05.3.9 Developing and/or revising curricula maps and/or pacing guides.
 - 5.05.3.10 Pursuing study as noted in individual professional development plan and
 - 5.05.3.11 Arkansas IDEAS, on-line professional development, related to ACSIP or the educator's professional growth plan.
- 5.05.4 No professional development credit shall be given for activities under Section 5.05 of these Rules unless those activities meet the criteria and standard requirements set out in Sections 5.02 of these Rules. Specific activities which do not qualify include but are not limited to:
 - 5.05.4.1 Making and putting up bulletin boards;
 - 5.05.4.2 Clerical work associated with documents such as ACSIP, AIP and IEPs; and
 - 5.05.4.3 Administrative faculty or team administrative meetings.

5.05.4.4 Certified public school personnel who meet the requirements of Sections 5.02 and 5.05 of these Rules shall be entitled to earn one (1) hour of professional development for each hour of approved preparation, not to exceed twelve (12) hours.

5.06 Pursuant to Act 2318 of 2005 there is created the Arkansas Online Professional Development Initiative. Requirements for the initiative include:

5.06.1 All professional development delivered by technology shall be aligned to the required focus areas listed in Section 5.02 of these Rules.

5.06.2 The ADE shall determine the content and approve all professional development delivered through the Arkansas On-line Professional Development Initiative that counts toward the required sixty (60) hours.

5.06.3 The ADE shall select courses/products, which are research-based and are available from sources, with expertise in technology delivered professional development courses.

5.06.4 Courses shall align with the Southern Regional Education Board Multi-State Online Professional Development Standards.

5.06.5 Online professional development courses shall include online registration, course evaluation, and attendance and completion documents.

6.0 Professional Development Plan
All school districts, schools and certified personnel shall develop and implement a professional development plan.

6.01 The district and school plan shall be included in the ACSIP.

6.02 Individual plans (certified personnel) shall support the district and/or school plans.

6.03 Teachers, administrators, and classified school employees shall be involved in the design, implementation and evaluation of their respective professional development offerings under the plan.

6.04 School Improvement

6.04.1 Beginning with the 2006-2007 school year, the ADE may require

specific professional development programs for the district or the school designated in school improvement or academic distress.

6.04.2 These requirements may become part of the district or school school improvement plan.

6.04.3 In order to receive professional development credit, the district or school certified personnel shall participate in, complete, and pass the assessment for the professional development requirements included in the district or school improvement plan.

7.0 Approval Process

7.01 Beginning with the 2006-2007 school year, all professional development programs must be approved by the Arkansas Department of Education in order to receive credit toward the 60-hour requirement.

7.02 At least thirty (30) days before a program is offered to teachers and/or administrators, the professional development provider shall provide a detailed description of the entire program including staff qualifications to the ADE.

7.03 The ADE shall promptly review the content of the program for compliance with any and all applicable statutes and department rules to determine if any or all of the program content shall be deemed to provide professional development credit and shall establish the time period the professional development provider is approved to offer the program.

7.04 Upon notification by the ADE of approval of the program (or a part or parts thereof) for professional development credit, the professional development provider may enroll participants in the program and offer the program for professional development credit for the set time period.

7.05 The program provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proofs, or copies thereof, shall be submitted by the attendees who are employed by an Arkansas school district to the superintendent of the district.

7.06 Each school district shall maintain all documents for its employees which reflect completion of professional development programs, whether such programs were provided by an outside organization or by the district itself.

7.07 Each school district shall report the amount of all professional development programs completed by its employees to the ADE at the

time and in the matter specified by the ADE.

7.08 The ADE shall monitor all school districts, and all licensed teachers and administrators to whom these Rules apply, for compliance with these requirements, and shall administer appropriate sanctions specified in statute and Rule to any district, teacher and/or administrator whom it finds to be in noncompliance.

7.09 District and School Providers
School and district professional development plans shall be included in the ACSIP and shall be reviewed annually by the school/district and the ADE.

7.09.1 The ACSIP will include an assurance statement that each faculty/administrator in the school/district shall have an individual professional development plan that has been developed in cooperation and collaboration with the employee and the school and/or district.

These individual plans shall include:

7.09.1.1 Six (6) hours of technology, two (2) hours of parent involvement and two (2) hours of Arkansas History as defined in Act 2095 of 2005 may be selected at the discretion of the employee with approval of the district.

7.09.1.2 Up to twelve (12) hours may be selected at the discretion of the employee with the approval of the district in keeping with the identified needs of student data as defined in the ACSIP plan or the employees' individual professional development plan.

8.0 Funding
Professional Development Funding provided under Act 59 of the Second Extraordinary Session of 2003 must be directed to activities that meet The conditions described in these Rules and shall not be used for any other purpose unless otherwise allowed by law or rule.

9.0 Monitoring/Evaluation

9.01 Regular monitoring activities of the professional development requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the professional development activities of any school or school district to determine compliance with the professional development requirements.

9.02 The criteria for evaluating the impact of professional development shall be

the improvement of student achievement on State criterion-referenced assessments, State norm-referenced assessments, other related indicators as defined by ACTAAP and the evaluations of the professional development offerings. These data shall be used to revise ACSIP and the district, school and individual professional development plans associated with the local improvement plan.

Application Cycle 2010

ADE Hearing Letter

KIPP Blytheville College Preparatory School



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

October 23, 2009

**State Board
of Education**

Dr. Naccaman Williams
Springdale
Chair

Jim Cooper
Melbourne
Vice Chair

Sherry Burrow
Jonesboro

Brenda Guilett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Toyce Newton
Crossett

Mr. Scott Shirey
KIPP: Delta Public Schools
415 Ohio Street
Helena-West Helena, AR 72342

Re: Notice of State Board Meeting
Consideration of License Request for
KIPP Blytheville College Preparatory School

Dear Mr. Shirey:

Your request for a license to operate KIPP Blytheville College Preparatory School, based upon the charter issued by the State Board of Education (Board) to operate KIPP Delta-Helena-West-Helena, will be considered by the Board at its meeting of November 9, 2009. The meeting will be held in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock, and will begin at 1:00 p.m.

Your request will be considered by the Board, and has been considered by the Department, in a manner similar to an application to operate an open-enrollment public charter school, with the consideration of license-specific requirements as required by Arkansas law. The specific requirements for the Board to consider as to a charter license are set forth in Ark. Code Ann. § 6-23-304 (d)(3). You may wish to ensure that your presentation before the Board addresses the requirements of Ark. Code Ann. § 6-23-304 (d)(3). A copy of that code section, as well as the hearing procedures used by the Board in considering charter applications, is enclosed with this letter.

Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 2:00 p.m. on October 29, 2009. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

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

Sincerely,

Tripp Walter
Interim General Counsel

TW/slr

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office

Westlaw

A.C.A. § 6-23-304

Page 1

C

West's Arkansas Code Annotated Currentness

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39)

⌘ Chapter 23. Arkansas Charter Schools Act of 1999

⌘ Subchapter 3. Authorization for an Open-Enrollment Charter School

→ **§ 6-23-304. Requirements--Preference for certain districts**

- (a) The State Board of Education may approve or deny an application based on:
- (1) Criteria provided by law or by rule adopted by the state board;
 - (2) Findings of the state board relating to improving student performance and encouraging innovative programs; and
 - (3) Written findings or statements received by the state board from any public school district likely to be affected by the open-enrollment public charter school.
- (b) The state board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:
- (1) When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
 - (2) When the district has been classified by the state board as in academic distress under § 6-15-428; or
 - (3) When the district has been classified by the Department of Education as in some phase of school improvement status under § 6-15-426 or some phase of fiscal distress under the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the state board.
- (c)(1) The state board may grant no more than a total of twenty-four (24) charters for open-enrollment public charter schools.
- (2) An open-enrollment public charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in subdivision (d)(3) of this section.

© 2009 Thomson Reuters. No Claim to Orig. US Gov. Works.

- (3) An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized under § 6-13-1601 et seq. until after the third year of the administrative reorganization.
- (4) A private or parochial elementary or secondary school shall not be eligible for open-enrollment public charter school status.
- (d)(1) The General Assembly recognizes by established relevant demonstrated educational accountability measures that the Knowledge Is Power Program (KIPP) Delta College Preparatory Open-Enrollment Charter School has:
- (A) Improved student learning through innovative ideas and techniques;
 - (B) Increased learning opportunities for all students; and
 - (C) Created special emphasis on expanded learning experiences for students who were previously identified as low-achieving.
- (2) As a result, the Knowledge Is Power Program is recognized as an effective method for:
- (A) Meeting the statutory intent of this chapter;
 - (B) Closing the achievement gap in public schools for economically disadvantaged, racial, and ethnic subgroups, which is addressed by the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and § 6-15-1601 et seq.; and
 - (C) Otherwise providing an alternative education that has been proven adequate and equitable to Arkansas students.
- (3) Therefore, a charter applicant that receives an approved open-enrollment public charter may petition the state board for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas if the applicant meets the following conditions, subject to the normal application, review, and approval process of the state board:
- (A) The approved open-enrollment public charter applicant has demonstrated success in student achievement gains, as defined by the state board;
 - (B) The approved open-enrollment public charter applicant has not:

- (i) Been subject to any disciplinary action by the state board;
 - (ii) Been classified as in school improvement or academic or fiscal distress; and
 - (iii) Had its open-enrollment public charter placed on probation or suspended or revoked; and
- (C) The state board determines in writing by majority of a quorum of the state board present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in this subdivision (d)(3).

CREDIT(S)

Acts of 1999, Act 890, §§ 5, 8, 13, eff. July 30, 1999; Acts of 2001, Act 1311, § 3, eff. April 5, 2001; Acts of 2005, Act 2005, § 8, eff. Aug. 12, 2005; Acts of 2007, Act 736, § 15, eff. July 31, 2007; Acts of 2007, Act 827, § 117, eff. July 31, 2007; Acts of 2009, Act 376, § 46, eff. July 31, 2009.

HISTORICAL AND STATUTORY NOTES


Arkansas Code Revision Commission

Technical changes were made in 2005 through 2007 and 2009 to conform with the official Arkansas Code of 1987 as approved by the Arkansas Code Revision Commission.

ADMINISTRATIVE CODE REFERENCES

School improvement and instruction support, charter schools, see Code Ark. R. 005 22 002.

LIBRARY REFERENCES

Schools  11.

Westlaw Key Number Search: 345k11.

C.J.S. Schools and School Districts §§ 4, 74, 76, 396 to 398.

A.C.A. § 6-23-304, AR ST § 6-23-304

Current through end of 2009 Reg. Sess., including changes made by Ark. Code Rev. Comm. Received through 10/20/09.

(C) 2009 Thomson Reuters

END OF DOCUMENT

**ARKANSAS STATE BOARD OF EDUCATION
POLICY AND PROCEDURES FOR HEARING
CHARTER SCHOOL APPLICATIONS AND APPEALS**

- 1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school to the State Board. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.
- 4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the application or appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Application Cycle 2010

Appeal Letter

KIPP Byltheville College Preparatory School



KIPP: DELTA PUBLIC SCHOOLS

CENTRAL OFFICE

415 Ohio Street
Helena-West Helena
Arkansas, 72342

Phone: 870.753.9035

Fax: 870.753.9440

www.kippdelta.org

October 9, 2009

Dr. Mary Ann Brown
Charter School Program Director
Arkansas Department of Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201

Dear Dr. Brown and State Board of Education,

To the extent a review hearing is deemed necessary and appropriate pursuant to section of 10.05 of the Rules Governing the Open-Enrollment Charter School License process and procedures and Ark. Code Ann. §6-23-304, please consider this a request for State Board of Education review and approval of the KIPP Delta – Blytheville Open-Enrollment Charter School license recently submitted.

Sincerely,

Scott Shirey
Executive Director

**KIPP DELTA
COMMUNITIES**

HELENA-WEST
HELENA

BLYTHEVILLE

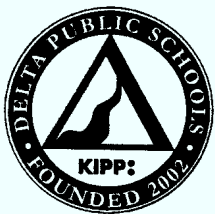
RECEIVED
OCT 09 2009

CHARTER SCHOOL OFFICE

Application Cycle 2010

Letter of Intent

KIPP Blytheville College Preparatory School



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

June 25, 2009

Dr. Mary Ann Brown
Arkansas Department of Education
Public Charter Schools Office
4 Capitol Mall, Room 105-C
Little Rock, AR 72201

RECEIVED
JUN 26 2009
CHARTER SCHOOL OFFICE

Dear Dr. Brown,

Please accept this as KIPP Delta, Inc.'s letter of intent to apply to open a new school for the 2010-2011 academic year in Blytheville, AR. KIPP Delta, Inc. is a non-profit organization that was established in 2001 for the sole purpose of creating high quality charter schools in Eastern Arkansas. KIPP Delta, Inc. received its 501(c)(3) status in March of 2002. KIPP Delta, Inc. will either apply for a license to expand off of its initial charter or apply for a new charter. The school, KIPP Delta Blytheville, will serve students in Blytheville, AR and the surrounding communities of South Mississippi Co. and Osceola.


KIPP Delta Blytheville will initially serve students up to 90 students in grade 5 for the 2010-2011 school year and expand to a full K-12 site by the year 2018. At full enrollment and full size, the elementary, middle, and high school would reach up to 1,170 students in those thirteen grades. KIPP Delta Blytheville will be a rigorous college preparatory school with an extended day and school year. The curriculum will be designed to put students from low income communities on a path to college. Teachers will be available to tutor well into the evenings and by cell phone for their students after that. The School Director will be trained through KIPP National's prestigious Fisher Fellow Program.

Further information about KIPP Delta Public Schools and its expansion to Blytheville can be found at www.kippdelta.org or by contacting:

Scott Shirey
KIPP Delta Public Schools
415 Ohio St.
Helena-West Helena, AR 72342
Phone: 870-753-9035
Fax: 870-753-9450
E-mail: scott.shirey@kippdelta.org

KIPP Delta is committed to providing a high quality education to students in Eastern Arkansas as it has in Helena for the past seven years. Do not hesitate to contact us with any questions or concerns.

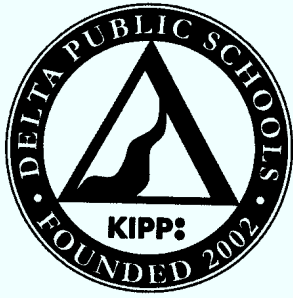
Sincerely,


Scott Shirey
Executive Director

Application Cycle 2010

Application

KIPP Blytheville College Preparatory School



415 OHIO STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

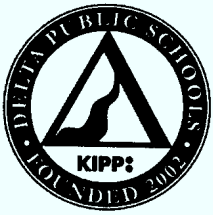


RECEIVED
AUG 31 2009
CHARTER SCHOOL OFFICE

KIPP Delta, Inc's
Application for a License to Operate an
Open-Enrollment Charter School in Blytheville, AR:

KIPP Blytheville College Preparatory School

August 31, 2009



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

August 31, 2009

Dr. Mary Ann Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall. Room 105-C
Little Rock, AR 72201

Dear Dr. Brown,

Please find enclosed KIPP Delta, Inc.'s application for an open-enrollment charter school, KIPP Blytheville College Preparatory School, to be located within the Blytheville School District.

KIPP is a national network of high performing charter schools around the country. You may find more information by visiting our website at www.kippdelta.org or visiting the national website at www.kipp.org. You may also feel free to contact us with any questions that you may have. Thanks.

Sincerely,

Scott Shirey
Executive Director
KIPP Delta Public Schools

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT CHARTER SCHOOL
THROUGH THE LICENSURE PROCESS**

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: KIPP Blytheville College Preparatory School

Grade Level(s) for the School: 5-8 Student CAP: 360

Name of Sponsoring Entity: KIPP Delta, Inc.

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

- ☐ a public institution of higher education;
☐ a private nonsectarian institution of higher education
☐ a governmental entity; or
☒ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501© (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 © (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under 501 © (3) of the Internal Revenue Cod of 1986 prior to the first day of its operation with students.

Name of Contact Person: Scott Shirey

Address: 415 Ohio Street City: Helena, Arkansas ZIP: 72342

Daytime Phone Number: (870) 753-9035 FAX: 870-753-9450

E-mail : scott.shirey@kipdelta.org

Charter Site Address: 637 West Moultrie Drive City: Blytheville, AR

ZIP: 72315 Date of Proposed Opening: July 2010

Date of Proposed Opening: Fall of School Year 2010-2011

Chief Operating Officer
of the Proposed Charter: Scott Shirey Title: Chief Operating Officer/CEO

Address: 415 Ohio Street City: Helena, Arkansas

ZIP Code: 72342 Daytime Telephone Number: 870-753-9035

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

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

3,100 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets if necessary:

- Blytheville School District
- Armorel School District
- Gosnell Public Schools
- Osceola Public Schools
- South Mississippi County Schools

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

KIPP Blytheville College Preparatory School is a middle school of grades 5-8 that will offer a traditionally underserved population a strong academic program designed to prepare students to succeed in top high schools and colleges across the nation. KIPP Blytheville will be an open-enrollment school, selecting students on a lottery system not based on background or prior test scores. The school plans to serve low-income populations who have been underserved by other schools. The five pillars of KIPP will be essential to our success. They are High Expectations, Choice and Commitment, More Time, Power to Lead, and Focus on Results. The KIPP philosophy does not suggest that all children *can* learn, but rather states that all children *will* learn. Students will not only spend more time at school, but will spend more time on task and with quality instruction. Students will be held to high standards in the core subjects of reading, writing, mathematics, social studies, and science. In addition, students will meet or exceed minimum requirements for art, music, career orientation, technology, and physical education classes. KIPP Blytheville will supplement the academic focus with a culture that supports character development, encouraging students to possess integrity and demonstrate responsibility for themselves and others. The school year will culminate with a year-end, weeklong trip, during which students visit historical sites, national landmarks, explore the outdoors, and most importantly experience college campuses. The intensive academics, character building and enrichment activities, and the trips are all designed to put students on the path to top colleges and universities.

D. REQUIRED INFORMATION

The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated 6-23-101 et seq, the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 60 pages.**

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

A public hearing for the purpose of assessing community support was held at the Ritz Civic Center at 306 West Main St., Blytheville, AR on Thursday, August 13th at 5:30 PM. It was attended by 32 persons from the community, most of whom indicated support for the school. Presentations were made by Scott Shirey, Executive Director of KIPP Delta Public Schools School and Maisie Wright, future School Director. Questions from the attendees were answered. The signatures from the meeting are attached in Appendix C.

In addition to the community meeting, the community of Blytheville submitted an application to request a KIPP school in their community. The application included sixty different letters of support, a few of which are included in the required community support section. (All sixty letters are available upon request.) Key supporters of KIPP Delta Blytheville include Senator Steve Bryles, Mississippi County Economic Development, Mississippi County Economic Opportunity Commission, Great River Economic Development Foundation, Nucor Steel Arkansas, Nucor-Yamato Steel, Aviation Repair Technology, That Bookstore in Blytheville, First National Bank, Southern Bancorp, and the Greater Blytheville Area Chamber of Commerce.

2. **Provide documentation that each of the following requirements of Arkansas Code Annotated 6-23-202 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.

The notice was run on July 23rd, July 30th, and August 6th, 2009 in the Blytheville Courier News and the Osceola Times. Attached in Appendix D is the completed invoice from the Osceola Times, the July invoice from the Blytheville Courier News, and the ad from August 6th from the Osceola Times and Blytheville Courier News. (The August invoice for the Couriers has not been received yet.)

B. The notice of the 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 type and shall be no less than two by four inches or four by two inches in size.

The copies of notices in Appendix D show that the font in both was larger than ten-point type. The invoice of the Blytheville Courier News shows that the measurements were "3 x 3", which means they were three inches by three columns, meeting the requirements of being no less than two by four inches in size. The invoice from the Osceola Times shows that the measurements of the notices were "3 x 2", which means they were three columns by two inches, meeting the requirements of being no less than two by four inches in size.

C. The last publication date of the notice shall be not less than seven days prior to the public meeting.

The meeting took place on Thursday, August 13th, seven days after the publication notice of August 6th.

D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Notification was sent via certified mail to the five school district superintendents who may be impacted by the proposed charter school on July 27th, four days following the first announcement. A signature was returned on all but one, Dr. Mike Hunter from Armored. A phone call was placed to ensure that he had been notified of the public hearing. Copies of the certified mail receipt are in Appendix E.

3. **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.**

Board of Directors

KIPP Blytheville College Preparatory School will fall under the governance of the KIPP Delta Regional Board of Directors. The Regional Board of Directors will incorporate local representation from Blytheville into the Board to ensure the community has substantive access to KIPP Delta's Board. Furthermore, Board meetings may rotate location and/or make use of video conferencing to further ensure that all communities it serves will be treated equitably.

Roles & Responsibilities

The KIPP Delta Board will be responsible for the following activities:

- **Evaluation:** The board will conduct an annual performance review of the Executive Director based on test results, financial reports, and feedback from other members of the management team.
- **Fiscal Oversight:** The Finance committee of the board will meet monthly to review school and central office financials. The committee chair will make monthly reports to the full KIPP Delta board to ensure good fiscal management.
- **Region-wide fundraising:** Board members will personally contribute to the cluster and will connect KIPP Delta to other individuals, corporations and foundations that can provide financial support. The fundraising committee will meet monthly to plan special events, review donor prospect research, and execute the regional fundraising strategy.
- **Decision-Making:** Board members will engage in strategic decisions affecting regions and schools.
- **Progress Towards Goals:** Board members will ensure that the school adheres to the goals outlined in this charter, as well as state guidelines and other KIPP Delta Public School policies.

Board Composition & Structure

- The KIPP Delta board will consist of approximately twelve to fifteen members who will be selected according to KIPP Delta's by-laws to staggered three-year terms.
- At least two slots will be filled by members from the local communities. Members will primarily be recruited from within Arkansas to fill the remaining slots. It is vitally important that new members are well connected and can assist KIPP Delta in a variety of ways during this expansion period.
- The executive level of the Board will include a President, Vice President, Secretary, and Treasurer.
- Board members will each belong to a standing committee of three to four members that will meet monthly. Standing committees will include Finance, Nominating, and Development. The full board will meet monthly, at which time committee chairs will report on the status of their committee's activities.

Site-Level Advisory Council

KIPP Blytheville will also have one advisory council consisting of members recruited from the local community. The council will be formed in the spring of 2010. The main responsibilities of council members are to:

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

Administrators

The School Director's primary responsibility is to ensure that the school is reaching its goals and moving towards its mission with the support of the KIPP Delta Central Office. Although the School Director will have some autonomy to make decisions, she will report directly to the Executive Director of KIPP Delta Public Schools who will approve innovations.

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

Faculty

The primary responsibility of the teacher is to ensure that all students are meeting their academic goals. This can only be accomplished by focusing on student achievement through quality instruction. Teachers are expected to maximize learning in the classroom through good lesson planning and implementation along with effective discipline. Special Education staff will be hired to meet the needs of students requiring special services. All teachers will report to the School Director. All teachers will be highly qualified in the required areas.

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

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

Parents

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

In addition, KIPP Blytheville College Preparatory School may involve parents in the decision-making processes of the school in the following ways:

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

Students

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

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

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

Community

KIPP Blytheville College Preparatory 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.

Blytheville residents have already shown their commitment to ensuring that KIPP Blytheville College Preparatory School is a success. They will continue to include support such as ongoing fundraising/resource development, volunteer involvement for facility development, and recruitment efforts. The willingness of business and industry to participate and interact with KIPP Blytheville is a big asset to the school. For instance, employees from the steel industry can visit classrooms to talk about education, share technical skills, and mentor children. With the

support of the community, the school will be able to develop and implement programs which take advantage of educational opportunities outside the traditional classroom.

In addition, KIPP Blytheville may include community members in decision-making processes of the school in the following ways:

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

4. **Give the mission statement for the proposed open-enrollment public charter school.**

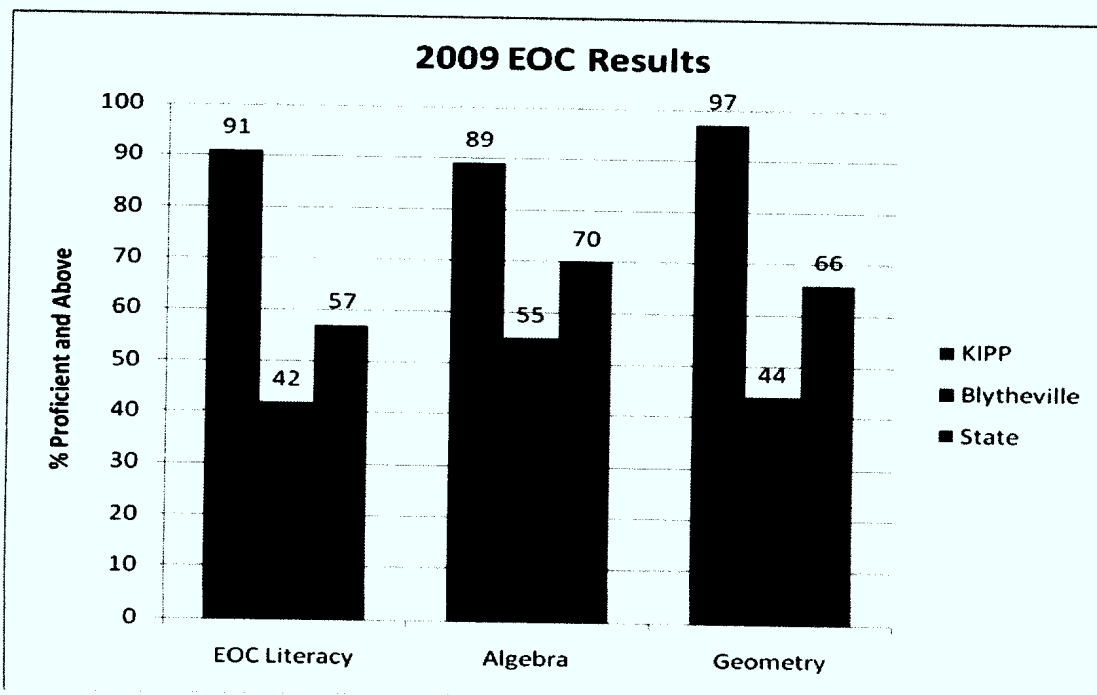
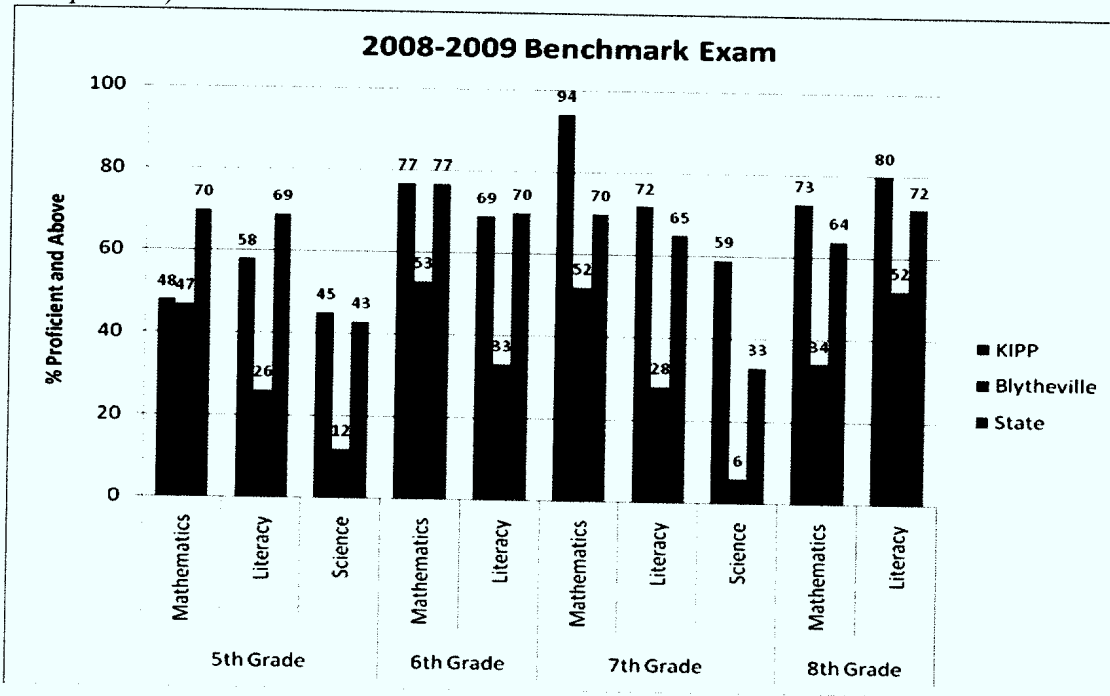
The mission of KIPP Blytheville College Preparatory School is to empower our students with the knowledge, skills, and character traits that will enable them to succeed in the nation's finest high schools and colleges and to live a life of value, joy, and integrity.

The mission of KIPP Blytheville will be measured through progress towards the following seven goals:

1. Students will possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, social studies, and language arts.
2. Students will be effective and confident communicators.
3. Students will be critical thinkers and problem solvers.
4. Students will have an appreciation for the humanities and show respect for diverse cultures.
5. Students will possess a life-long love of learning.
6. Students will possess a strong desire to serve the community in which they live.
7. Students will have the discipline, dedication, and desire to achieve their highest aspirations and dreams.

5. **Describe the educational need for the school.**

The biggest challenge Blytheville faces, a challenge affecting every aspect of community life, is to improve the quality of K-12 education in the community. Unfortunately, the Blytheville School District has not yet shown an ability to produce the educational, leadership, and workforce outcomes that will enable the students to reverse the trend of decline and succeed in their life's path. The district's high school graduation rate is only 55.4 percent, compared to 76.0 percent statewide. Most Blytheville/Mississippi County high school graduates are unprepared to succeed at the college level, as evidenced by the high remediation rates at the local community college. As shown in the graphs below, the district was outperformed by the state at every level of schooling (data from the State of Arkansas and KIPP Delta Public Schools are provided for comparison).



The subpar educational outcomes of the Blytheville School District, and the lack of enough quality local alternatives have led many parents to take extreme measures to give their children their best chance of educational success. Many employees of the various industries in the Blytheville area live in Dyersburg, Tennessee, (50 miles away) to enable their children to attend the schools there. Many other parents have established legal residences in Cooter, Missouri, (25 miles away) to enable their children to attend school there. Still many more families simply never move to the area in the first place because of the poor school system. For local industries, it is an extremely common—and frustrating—occurrence to lose promising potential employees because they do not want to send their children to Blytheville schools. In short, there is a strong demand in the community for improved educational options.

The community of Blytheville and the surrounding Delta is increasingly longing for, and in need, of excellent schools that refuse to make excuses for failing test scores. Parents who are frequently dissatisfied with their public school and often unable to pay tuition for private schools are left without a viable option. KIPP Blytheville College Preparatory School will be established as an academically intensive college preparatory middle school in an effort to meet the needs and desires of the Delta community. It is the intention of our school to serve students who have been historically underserved in the public school system. KIPP Blytheville will provide these children with the opportunity to develop personal pride and passion for learning. The students will recognize that they must value their time in school and use it as a vehicle to transform their knowledge into power over their own destiny. KIPP Blytheville believes that its success hinges upon strict adherence to KIPP's five pillars. They are:

1. **High Expectations.** KIPP Blytheville will have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP Blytheville have made a choice to be at the school. No one is assigned or forced to attend this school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time.** KIPP Blytheville knows that *there are no shortcuts* when it comes to helping educationally disadvantaged students succeed academically. A longer school day, a longer school year, and summer school mean more time for students at KIPP to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them for competitive high schools and colleges.
4. **Power to Lead.** The school director of KIPP Blytheville is an effective academic and organizational leader who understands that there are no great schools without great school directors. She has control over her school budget and personnel, allowing her to swiftly move dollars or make staffing changes to be more effective in helping students learn.

5. **Focus on Results.** KIPP Blytheville will focus unrelentingly on results. Student achievement on tests and other objective measures will substantially outperform district averages, will not make excuses based on demographics, and will enable students to compete at the nation's best high schools and colleges.

We know that many of our public schools located in high poverty areas are in crisis. To tackle this challenge, the school will address children at a typically chaotic time in their lives – the middle school years. KIPP Blytheville will focus on children at the young age of nine or ten, and support and encourage them through the turbulent years of early adolescence.

6. **Describe the educational program to be offered by the open-enrollment public charter school.**

KIPP Blytheville College Preparatory School will open its doors to 75-90 fifth graders as early as July of 2010, and will evolve into a school comprised of approximately 360 students in grades five through eight within four years. The school will add one grade level each year until it reaches its maximum capacity. This incremental and deliberate growth pattern will be essential to the school's success. KIPP Blytheville will not choose the best students in the community to achieve success; in fact, incoming 5th graders will be admitted regardless of their test scores. The only admission requirement for the school is the students' and their parents' willingness to sign and uphold the KIPP Delta Commitment to Excellence Form, which the teachers must sign as well (similar to the sample KIPP Delta Commitment to Excellence in Appendix A). This commitment specifies that the students, parents, and teachers will do whatever it takes to support the education of the student.

The school will provide the Mississippi County's youth a choice in academic programs by offering an accelerated instructional curriculum. The students will have the opportunity to demonstrate mastery of all Arkansas state standards for their current grade level and show proficiency in many concepts and skills of the succeeding grade levels due to the school's extended time (7:30 AM – 5:00 PM Monday – Thursday, 7:30 AM – 4:00 PM Friday, four hours on Saturday, and one month during the summer). Students will spend nearly 220 days in school (exceeding the state minimum of 178 days) and the planned instructional time will exceed an average of six hours per day and thirty hours per week. A sample calendar and 5th grade schedule can be found in Appendix G.

Students in 5th grade will learn or review subject matter they may not have fully mastered in elementary school. Once proficient and on grade-level, these students will spend the next three years preparing for and taking courses suited for young high school pupils. Students will have the opportunity to take rigorous courses such as those on the Pre-AP level.

KIPP Blytheville will focus on teaching fundamental reading, writing, and mathematics skills every day. Students will receive nearly eight hours of mathematics instruction and nearly eight hours of English language arts instruction (including both reading and writing) each week. The proposed 5th grade mathematics course will not only provide the children with a solid foundation in arithmetic, but will prepare them for their upcoming journey into algebra and higher mathematics. The 6th grade mathematics course will serve as the essential bridge between basic arithmetic and algebra. Students of KIPP Blytheville will then have the option of taking Algebra I in 7th grade and Geometry in 8th grade, or Pre-Algebra in 7th grade and Algebra in 8th grade. The English language arts curriculum will be just as intensive. Classroom instruction will focus

on the attainment of reading, writing, speaking, listening, and comprehension skills. Students will be able to write in different formats including narratives, expository essays, persuasive essays, research papers, and poetry. By the 8th grade, students will be reading high-quality literature and discussing themes in their writing of pieces such as critical literary essays.

KIPP Blytheville students will also receive nearly six hours of science and nearly six hours of social studies instruction each week. In the advanced integrated science curriculum, students will simultaneously learn content knowledge and science process skills. Students will spend at least 20% of instructional time in science class doing hands-on laboratory work. The social studies department will focus on four different strands: geography, economics, civics, and history. Students will explore these four strands through the study of world history and culture, United States history, and Arkansas history and heritage.

Beyond the core subjects, students will also participate in physical education, music and art courses. In physical education, students will learn how to take care of their bodies and learn the basics of physical fitness. As well, students will learn basic rules and skills for various sports, such as soccer, basketball, and volleyball. In music classes, students will learn how to read music and will participate in group singing performances. In art, students will learn the basics of style and composition and will create many pieces in a variety of mediums. 7th and 8th graders will take career and technology classes, which will better prepare them for skills they need to succeed in modern society.

KIPP Blytheville, in addition to focusing on academic skills, will place a strong emphasis on character building. Each week will include multiple opportunities for school-wide, or grade-level team building. Students will also have the opportunity to present student-run productions or performances, and participate in student competitions (such as a spelling or geography bee). Students will have more opportunity for character building through the Saturday enrichment program, where they will participate in athletics, dance, art, music and other such activities. Students will also have the opportunity to help their community through volunteer service programs and activities.

Armed with both academic and character skills, students of KIPP Blytheville will recognize an outstanding education as the instrument to achieve personal success. The mission is not easily accomplished; the students of KIPP Blytheville will soon learn that *there are no shortcuts* to realize these goals. Therefore, not only will KIPP Blytheville students score higher on district, state, and national tests than students from neighboring areas, but the school also envisions witnessing its initial class of students, in its entirety, enter competitive universities throughout the country in the year 2018.

7. **List the specific measureable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improved academic achievement for each year of the public charter schools' initial five (5) year period.**

The proposed goals for improved academic achievement for each year of the initial five (5) year period for KIPP Blytheville are below. The Reading Comprehension and Mathematics Reasoning percentiles will be measured by the norm-referenced sections of the Arkansas Augmented Benchmark.

	Reading	Reading Comprehension	Mathematics	Mathematics Reasoning
Year One	80%* of 5 th graders will score proficient or advanced on the ACTAAP literacy exam.	Students will score, on average, at the 55 th percentile in reading comprehension.	80% of 5 th graders will score proficient or advanced on the ACTAAP exam.	Students will score, on average, at the 55 th percentile in mathematics reasoning.
Year Two	85% of 6 th graders will score proficient or advanced on the ACTAAP literacy exam.	Students will score, on average, at the 65 th percentile in reading comprehension.	85% of 6 th graders will score proficient or advanced on the ACTAAP exam.	Students will score, on average, at the 65 th percentile in mathematics reasoning.
Year Three	95% of 7 th graders will score proficient or advanced on the ACTAAP literacy exam.	Students will score, on average, at the 75 th percentile in reading comprehension.	95% of 7 th graders will score proficient or advanced on the ACTAAP exam.	Students will score, on average at the 75 th percentile in mathematics reasoning as measured.
Year Four	100% of 8 th graders will score proficient or advanced on the ACTAAP literacy exam.	Students will score, on average, at the 80 th percentile in reading comprehension.	100% of 8 th graders will score proficient or advanced on the ACTAAP mathematics exam.	Students will, on average, score at the 80 th percentile in mathematics reasoning.
Year Five	100% of 8 th graders will score proficient or advanced on the ACTAAP literacy exam.	Students will score, on average, at the 80 th percentile in reading comprehension.	100% of 8 th graders will score proficient or advanced on the ACTAAP mathematics exam.	Students will, on average, score at the 80 th percentile in mathematics reasoning.

*These goals are aligned with AYP goals laid out by the Arkansas Department of Education.

In addition to those areas in which Arkansas has identified academic achievement standards, KIPP Blytheville College Preparatory School students must meet additional standards of demonstrated excellence. By the end of the charter period:

- 80% of all KIPP Blytheville students will show demonstrable improvement in physical conditioning.

8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

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

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

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

The school year for KIPP Blytheville will generally follow the local school district calendar, with exception of the Saturday enrichment classes and a one-month summer program. Children will be in school approximately 220 days of the year. See the attached calendar in Appendix G. The summer school session will provide KIPP Blytheville students, parents, and teachers with a

head start in preparing for the upcoming academic year. During this time, those groups will become acquainted with the procedures and expectations demanded throughout the year. Students will also be immersed in the school's culture. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of reading, writing, mathematics, science, and social studies. The summer session will also be a time when the process of team building begins. Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team.

We believe that, in addition to using educationally sound teaching strategies, more time is required to accomplish KIPP Blytheville's ambitious goals. The school's students will be in school from 7:30 a.m. through 5:00 p.m. Monday through Thursday and 7:30 a.m. through 4:00 p.m. on Fridays. The sample 5th grade schedule attached in Appendix G lays out the instructional time for each day. Students will receive nearly eight hours of mathematics instruction, nearly eight hours of English language arts instruction, six hours of social studies, and six hours of science instruction every week. An average week's schedule may also include physical education and enrichment activities such as art, music, technology, and career. Additional time will be spent on team and character building activities such as student presentations, spelling or geography bees, guest speakers, plays, concerts, and other activities. We believe bringing the student body together once every week is critical to maintaining a supportive family environment at our school. Students are also expected to complete nearly two hours of homework for every day school is in session.

It is crucial that not only students use their time effectively but teachers do as well. Teachers are expected to meet prior to the school year for a minimum of two weeks to plan for the school year. Teachers will use this time to design their goals, objectives, and curriculum for the upcoming school year. The teachers will work on these designs horizontally within their grade level and, after year one, vertically across grade levels. It is also a time when teachers and administrators will work together to design the most efficient and effective policies, practices, procedures, and schedules for the school. KIPP Blytheville teachers will meet in teams each week, when teachers will work together to refine, share, and develop effective teaching strategies. There will be continuous vertical and horizontal curriculum planning to ensure consistency between the grade levels and cross-curricular development in each grade. The team planning sessions will also be supplemented with periodic after school planning periods.

In addition to the intensive academic week, KIPP Blytheville students will attend Saturday enrichment classes from 9:00 a.m. to 1:00 p.m. During this time, students will participate in activities such as: sports, dance, art, music, and foreign languages. Saturdays will also provide an opportunity for students to become involved in their own community through volunteer efforts and programs. These experiences will provide students an opportunity to work with professionals in the field and to practice the social and critical thinking skills learned in the classroom during the weekdays.

9. **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 public charter school.**

Blytheville, Arkansas, the larger of two county seats of Mississippi County, lies on the banks of the Mississippi River in the heart of the Delta. Like many Delta communities, Mississippi County faces many economic and social challenges, including high poverty and child poverty rates, low education levels, and population decline. The tables below indicate the extent of the challenges comparing Mississippi County to the State of Arkansas.

	Mississippi County	State of Arkansas
Population	46,900	2,805,353
African-American Population (%)	33.8	15.6
Hispanic Population (%)	2.7	5.0
Poverty Rate (%)	27.2	17.5
Child Poverty Rate (%)	41.2	25.0
College Attainment (% w/bachelor's degree)	9.6	18.7

Source: U.S. Census Bureau, American Community Survey 2005-2007 averages.

	1960	1970	1980	1990	2000	2007	%change 1960-2007
Mississippi County	70,174	62,060	59,517	57,525	51,979	46,900	-33.2%
State of Arkansas	1,786,272	1,923,295	2,286,435	2,350,725	2,673,400	2,805,353	+57.1%

Source: U.S. Census Bureau, decennial census data and American Community Survey 2005-2007 averages

Despite these challenges, Mississippi County has many strengths and positive trends to build upon. The area retains a significant economic base. Two large steel plants and other industries provide a large number of manufacturing jobs. Blytheville has a two-year community college, Arkansas Northeastern College (ANC). ANC offers programs to train students for the good-paying jobs available in the local industries. Leaders and residents in Blytheville area emphasize the importance of a strong workforce. This supports a widespread agreement that a central strategy for community revitalization is to promote a strong workforce, which will help keep these industries in the area and attract new industries. As a show of commitment to this strategy, local residents, and various donors enabled the Arkansas Northeastern College Foundation to create the Great River Promise scholarship program. The Great River Promise enables any graduate of a Mississippi County public high school who meets minimal criteria to attend Arkansas Northeastern College tuition-free. The Blytheville area has a strong cultural heritage and history of achievement. Country and blues musicians such as Johnny Cash, Billy Lee Riley, and Son Seals hail from the area. The founder of Holiday Inn, Kemmons Wilson, is also from the area. In general, residents feel a large amount of pride and connection to their community, and they want these traditions of achievement and national impact to be preserved and continued.

The school systems that may be affected by KIPP Blytheville include the following:

- Blytheville School District
- Armorel School District
- Gosnell Public Schools
- Osceola Public Schools
- South Mississippi County Schools

The chart below provides information on the school districts within the geographical area that may be affected by KIPP Blytheville College Preparatory School.

	Enrollment	Number of Schools	Percent Free or Reduced Lunch	Percent African American	Percent White	Percent Other
Blytheville	3,100	6	100%	77%	20%	3%
Armorel	430	2	28.1%	10%	84%	6%
Gosnell	1,400	2	60.8%	24%	71%	5%
Osceola	1,500	5	100%	75%	22%	3%
South Mississippi County	1,400	6	70%	30%	65%	5%

In its initial year, KIPP Blytheville would have an enrollment of approximately 90 5th graders, eventually growing to an enrollment of approximately 360 by year 4.

- 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 by the charter school during any previous academic year in meeting its academic performance objectives (See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2.)**

KIPP Blytheville College Preparatory School will regularly assess the academic progress of its students, including participation in state testing programs, and share information with parents and the surrounding community through progress reports, phone calls, meetings, and other reports. The school will publish an annual report to the public by November 15 in a newspaper with general circulation in the community. In addition, the Board of Directors will hold a public meeting by November 15 to review and discuss the annual report and progress towards goals and accreditation. Finally, the Board of Directors shall publish in a newspaper the school performance report as required by state law.

11. **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 open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated 6-23-306 (14) (C). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (C).**

Admission Overview

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

KIPP Blytheville may allow preference for children of the founding members of the eligible entity (not to exceed 10% of the total number of students in the open-enrollment public charter school) and siblings of students currently enrolled in the school. Students will be able to withdraw from the school at any point in time and return to their local district public school or any other school to which they can gain admission. Upon notification of student withdrawal, KIPP Blytheville will immediately notify the appropriate local board of education in which the student is zoned.

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

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

Admissions Process and Timetable

KIPP Blytheville will initially serve students in grade 5. New students will be admitted each year into grade 5 without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapping condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

KIPP Blytheville staff and parents will accept applications until a lottery is held in early June. During the period prior to the lottery, interested families will be able to meet with KIPP Blytheville staff and review the expectations of the school. In year one, the school will admit no

pupils until the application period has ended. In year two and each following year, the school will admit no pupils, with the exception of siblings, until the application period as ended. If the number of students applying is fewer than the available seats, the school will accept all applicants and may accept applications and enroll additional students until the maximum number is admitted.

If the number of applicants to the school exceeds capacity, the school will use a random lottery to select students until the maximum number is admitted. The total number of students admitted to the school will not exceed 360 without formally amending this charter.

The above procedures will also be followed to fill vacant seats in grades 6, 7, and 8, if seats become available, in accordance with the above enrollment numbers.

Recruiting Plan

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

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

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

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

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

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

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

12. **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.**

School Director

The Director of KIPP Blytheville shall be degreed and shall demonstrate exceptional leadership abilities. While not requiring administrative certifications (see requested waivers below), the Board of Directors in selecting a director will look only for the most highly qualified individual to serve in this capacity. The School Director will report directly to the Executive Director of KIPP Delta Public Schools.

The KIPP Blytheville School Director's primary responsibility is to ensure that the school is reaching its goals and moving towards its mission under the guidance of the KIPP Delta Executive Direction and Board of Directors. The School Director will have the responsibility of managing the school's daily operations, but will have oversight from the Executive Director. The School Director will allocate her time in four major areas: community and district liaison, business leader, faculty and staff manager, and academic leader.

As community and district liaison, the School Director will help communicate the vision and mission of the school to the outside world. The School Director must ensure that there are positive and open lines of communication between herself, the community, and the district. The School Director, in order to garner the support and trust of others, will consistently and accurately report school results, both good and bad. The School Director must also encourage and provide opportunities for exchanging and sharing information between the school, community, and district.

The School Director will work with the KIPP Delta Finance Director on the business operations of the school. The School Director, with the help of the Finance Director, will present the school's budget and all other financial reports and statements to the Board of Directors. It is the responsibility of the School Director and the Finance Director to ensure that the school is financially stable and fiscally responsible.

The School Director's next major responsibility will be the management of her faculty and staff. The School Director will be responsible for hiring people who have the ability, work ethic, drive, and cultural fit to fulfill the school's goals and overarching mission. The School Director, with the support of others, will be responsible for training and providing necessary support to the faculty and staff.

The final major area of responsibility is academic leadership. The School Director will be responsible for creating or determining curricula designed to meet the mission of the school. The School Director must provide ample opportunities for professional development for his faculty and staff. Finally and most importantly, it is the responsibility of the School Director to teach and work with the students. The School Director should be instrumental in teaching the school's culture to not only the teachers but the students as well. It is this connection with the students that is crucial to the School Director's ability to run an effective school.

Key Qualities:

- A strong team leader
- Works hard and is dedicated
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- A strong ability to teach
- Knowledgeable in all subject matters
- Knowledgeable in budgets and finances
- Effective communicator
- High degree of responsibility

The School Director will be paid based on a combination of years of experience and results. KIPP Blytheville is requesting a waiver on certified staff salary schedules.

Classroom Teacher

While the school will not require teacher certification (see requested waivers below), it is the intent of the school to employ only degreed teachers with exceptional qualities in training, experience and teaching ability. All teachers will have a bachelor's degree and meet content knowledge requirements if they teach core subjects. In addition, all teachers and school personnel will submit to the criminal background check. All teachers who are required to be will be highly qualified.

The primary responsibility of the teacher is to ensure that all students are meeting or are on target to meet the goals and therefore the mission established by the school. This can only be accomplished by focusing on student achievement through quality instruction. Teachers are expected to maximize learning in the classroom through good lesson planning and implementation along with effective discipline. Teachers may be required to submit weekly lesson plans to the School Director in advance and approach her with any concerns or questions. Teachers will also develop Academic Improvement Plans for students who do not score Proficient on ACTAAP exams to ensure that all students develop proficiency.

In order to maximize the effectiveness of classroom instruction and the school year at large, a substantial amount of time must be spent planning. Teachers at KIPP Blytheville will spend nearly one month planning and working together to improve the school while the students are on summer vacation. This time will consist of planning such as curriculum writing, professional development, and team bonding strategies. This planning work will not cease when the students arrive at school. Teachers will be given planning time each day and must also meet weekly as a group to discuss ways of increasing student achievement.

Teachers are responsible for continually maintaining high expectations for expectations and providing opportunities for the students to thrive not only academically, but socially and physically as well. Teachers are responsible for monitoring students during breakfast, homeroom, and independent study times. They are also responsible for helping plan, attend, and participate in the Saturday enrichment programs. Teachers are expected to show their support to

students constantly, by being available by phone, by providing extra help, and consistently contacting parents.

KIPP Blytheville teachers must constantly show a strong desire to improve as teachers, both in and out of the classroom. They must consistently be able to reflect upon their performance and experience in order to grow as teachers. These teachers must above all else, show the desire, discipline, and dedication it takes to teach in a KIPP school.

Key Qualities:

- Works well in and contributes to teams
- Works hard and is dedicated
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- A strong ability to teach
- Knowledgeable in a particular subject matter
- Effective communicator
- Responsible

*All Special Education staff will be certified Special Education teachers.

A sample salary schedule for teachers is found in Appendix J.

Office Assistant

The Office Assistant of KIPP Blytheville will have the primary responsibility of running the school's business and financial operations. These responsibilities consist of:

- Reconciling local accounts
- Submitting purchase orders
- Managing petty cash
- Tracking attendance
- Ordering school supplies and materials
- Managing the school's inventories
- Dispersing school publications
- Working with KIPP Delta Operations team and School Director on facility and vendor relations
- Working with KIPP Finance Director and School Director on fiscal management

The Office Assistant, however, will do much more than sit in the office all day. The Office Assistant is expected to have an interactive role with the students. The Office Assistant will be responsible, like the teachers, for making him/herself available to the needs of the students and parents at all times.

Beyond working with students and parents, the Office Assistant will work closely with the School Director in community relations. The Office Assistant will help present fiduciary information to the Board of Directors. The Office Assistant will work with Data Analyst from KIPP Delta Public Schools in the dissemination of mandatory test and school results to both the state and the community. The Office Assistant will help the School Director serve as a community and district liaison. Often, the Office Assistant will be a representative of the school when the School Director is unavailable.

The Office Assistant will be paid based on years of experience. KIPP Blytheville is requesting a waiver from certified staff schedules (see below).

Key Qualities:

- Works well in and contributes to teams
- Works hard and is dedicated
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- Knowledgeable in finances and budgets
- Effective communicator
- Highly organized and efficient
- Responsible

Below is the proposed personnel needs for the year 2010-2011.

Position	Number
School Director	1
Office Assistant	1
Special Education/Classroom Teacher	1
Classroom Teachers	4
Total	6

13. **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.**

KIPP Blytheville College Preparatory School will work with KIPP Delta Public schools to ensure that it is in compliance with all financial regulations and acceptable operating practices. KIPP Blytheville intends to reduce unnecessary inefficiencies and minimize the potential for unethical behavior by using a regulatory system, not a creative one. All transactions will involve multiple players and steps, where each individual stays within their area of responsibility. It is the responsibility of the School Director and KIPP Delta Finance Director to plan a budget that is financially stable and allocates the appropriate resources to run an effective school. The Board of Directors will approve the budget before it is implemented. The KIPP Blytheville School Director and Office Assistant will follow the KIPP Delta Board approved Fiscal Policies. The School Director will sign the checks, and a co-signature will be required for checks over \$10,000. All financial transactions will be recorded and reflected in reports to the Board.

14. **Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted.**

KIPP Delta Public Schools will complete an annual audit of financial and programmatic operations, of which KIPP Blytheville College Preparatory School will be a part. KIPP Delta contracts with an auditing firm to complete this audit.

15. **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.**

KIPP Blytheville College Preparatory School will fully participate in the Arkansas Public School Computer Network for reporting education data.

16. **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 public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the 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 public charter school will be located,**
- (3) the eligible entity sponsoring the open-enrollment public charter school, or**
- (4) employees/directors/administrators of the proposed open-enrollment public 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. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

KIPP Blytheville is currently seeking to be located at 637 West Moultrie Dr. in a former Montgomery Ward's building. The facility has been vacant the last three years but is in good condition. It is 42,000 sq. ft. of primarily open space which can easily be divided into classroom, office, and hallway space. The facility is located close to downtown Blytheville and will be easily accessible to students, parents, and community members. The space is large enough to meet the demands of the school at full size. 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. The building is

available for lease at \$2.00 at sq. ft. Both the facility utilization agreement and the lease are attached an Appendices H and N.

The owner of the facility is Mr. Mason Day. To the best of our knowledge, Mr. Day has no current relations with the local board of the Blytheville School District, employees of the Blytheville School District, KIPP Delta, Inc., or any employees/directors/administrators of the KIPP Blytheville.

While there is a Hay's Supermarket that sells beer and wine approximately 1,000 ft away from the facility, the main entrance of the school will be facing the opposite direction (West), and Hay's will not be visible to students entering and exiting the building. KIPP Delta is working with local officials to ensure that there are no zoning issues.

While 637 Moultrie Dr. is the preferred location of KIPP Blytheville for a number of reasons, a back-up plan is under preparation. KIPP Blytheville could be housed in the old Franklin Elementary School, located at 1007 S. Franklin St. in Blytheville, in a predominantly African-American neighborhood. The facility is currently owned by the Mississippi County Economic Opportunity Commission (EOC), who purchased the building from the Blytheville School District nearly five years ago. The building currently houses an early childhood program, but has ample classroom space for KIPP Blytheville in years one and two. The EOC director has indicated a willingness to work with KIPP in the event the space is necessary. While this facility is an option, it does not have the requisite space for the school at full size.

17. **Describe the manner in which the school will make provisions for the following student services:**

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

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

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

D) Transportation- The school will provide transportation to students who attend the school.

E) Food Service- KIPP Blytheville will work with a local vendor to meet USDA requirements and provide services for all students with disabilities until we are able to build our own kitchen.

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

G) Alternative Education-KIPP Blytheville is committed to serving all of its students in any way possible. Therefore, we are interested in finding best practice to serve students who are not succeeding in the traditional education system. We will offer innovative, non-traditional practices to serve these populations, and aid in the prevention of them dropping out of school. Furthermore, we will provide services to any students with limited English language proficiency.

H) Gifted and Talented Program-The school believes that all children hold gifts and talents, unique and precious. All students will be challenged to meet their intellectual ability within the instructional program; therefore the school will not offer a formal, separate gifted and talented program.

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

18. **Describe the manner in which the school will make provisions for food services. Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.**

KIPP Blytheville will work with a local vendor to meet USDA requirements and provide services for all students, including those with disabilities, until we build our own kitchen.

19. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

KIPP Blytheville College Preparatory School operates under the premise that the teachers, parents, and students must work together as partners to provide the environment necessary for quality education. Parents are a vital part of this partnership, and the Commitment to Excellence Form outlines the ways in which the school expects and needs the parents to support the educational mission of the school.

KIPP Blytheville College Preparatory School will also have a school-parent compact that:

1. Describes the school's responsibility to provide high quality curriculum and enables Title I children to meet Arkansas's academic achievement standards.
2. Describes how parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom, participating in decisions relating to their child's education and positive use of extracurricular time; and
3. Addresses the importance of establishing ongoing, good communication between teachers and parents through:
 - annual parent-teacher conferences to discuss individual student progress discussing the child's achievement,
 - frequent progress reports to families on student academic progress,
 - and reasonable access to staff and opportunities to volunteer, observe and participate in classroom activities.

KIPP Blytheville will also develop a parent engagement plan that includes a separate action addressing each component for parental involvement required by Arkansas Act 307. The following components, as required by ACSIP, will be captured in the plan:

- Informational Packets
- Parent Involvement Meetings
- Volunteer Resource Book
- School's process for resolving parental concerns in handbook
- Seminars to inform the parents about how to be involved in decisions course selection, career planning, and preparation for postsecondary opportunities
- Enable formation of PTA/PTO
- Parent Facilitator

KIPP Delta Public Schools will annually evaluate the effectiveness of the Parent Involvement Policy and parent involvement activities. The evaluation should determine whether

- The academic quality of the school has improved;
- Parent participation has increased; and
- Barriers exist that hinder greater participation by parents.

The evaluation may be conducted through a written survey, a telephone survey or in person. KIPP Delta Public Schools will document and summarize the evaluation findings and how the information will be used to improve the parent involvement program.

20. **List the specific provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the State Board of Education rules, including sections of the *Standards for Rules* as allowed, established by the State Board that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver if applicable.**

KIPP Blytheville College Preparatory School requests the following waivers from Arkansas Education Code and State Board of Education Rules and Regulations. The majority of the waivers requested are done so to give the school the widest possible latitude to implement the unique aspects of a KIPP school.

State Statute Waivers Requested

- | | |
|-----------|--|
| 6-10-106 | Uniform dates for beginning and ending of school year. The school design includes a summer program each year that is the <i>beginning</i> rather than the end of the school year. |
| 6-15-902 | Grading scale – Exemptions – Special education classes. We plan on using the grading scale described by 6-15-902, but requests to remain as flexible as possible in this area. |
| 6-15-1004 | Qualified teachers in every classroom. The school requests the flexibility to employ teachers it feels will be the most successful in the program regardless of certification status. |
| 6-16-124 | Arkansas history. The school's social studies curriculum will include all state required elements including Arkansas history, but will present them in an integrated social studies concept within an intense multi-year study of the United States. |
| 6-17-111 | Duty free lunch period. The school's concept of supervision and student/teacher interactions requires the teachers to be present with the students during lunch. |
| 6-17-114 | Daily planning period. While it is the intent to provide adequate planning time, the school requests greater flexibility than what is in the code. |
| 6-17-203 | Personnel Policy Committee. The school will not be large enough to meet the statutory composition of this committee. |
| 6-17-302 | Public School Principals. The school wishes to employ School Directors trained through the Fisher Fellowship of the KIPP School Leadership Program, regardless of certifications. |
| 6-17-401 | Teacher license requirement. As above, the school requests to not be required to employ only licensed teachers. |
| 6-17-418 | Teacher certification – Arkansas history requirement. The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing the best teachers available. |
| 6-17-902 | Definition of a teacher. As the school would not necessarily employ only certified teachers, this law would be restrictive. |
| 6-17-919 | Warrants void without certification. As the school will not necessarily employ only certified teachers, it would need a waiver from this restriction. |

- 6-17-1501 through 6-17-1510 Teacher Fair Dismissal Act. As all school employees will be at-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.
- 6-17-1701 through 6-17-1705 Public School Employee Fair Hearing Act. As all school employees will be at-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.
- 6-18-508 Alternative learning environment. As the school will never exceed 360 students, its size will preclude it from being large enough to warrant an alternative learning environment.

State Board Rules and Regulations Waivers Requested

- Teacher Education and Licensure. The school requests to ability to employ teachers that do not have state licensure.
- Certified Staff Salary Schedules. The KIPP salary schedules exceed all state schedules for like positions.
- Waivers of Minimum Salaries for Certified Personnel. The KIPP salary schedules exceed all state schedules for like positions.
- Gifted & Talented Program Approval Standards. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet each student's academic needs.

Standards of Accreditation Waivers Requested

- 9.03.3.11: Arkansas History. The school will integrate Arkansas History into social studies classes.
- 10.01.2: 190 Contract Days. The school will not offer contracts to administrators or teachers.
- 10.02: Class Size and Teaching Load. While the school would like to maintain similar student/teacher ratios as listed, it requests the flexibility to exceed those limits if necessary.
- 15.01: School District Superintendent. The school requests to not employ a full-time superintendent when enrollment exceeds three-hundred.
- 15.02: Principals. The school will have a person fulfilling similar responsibilities but will fall under the title of director.
- 15.03: Licensure and Renewal. The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing and retaining the best staff available.
- 16.01: Guidance and Counseling. It is the intent of the school to provide appropriate counseling services regardless of staffing ratios.
- 16.02: Media Services. As the school is starting as a very small school, library access will be through the local public library.
- 18.0: Gifted and Talented Education. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet all individual academic needs.

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

KIPP Blytheville College Preparatory School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenances of desegregated public schools.

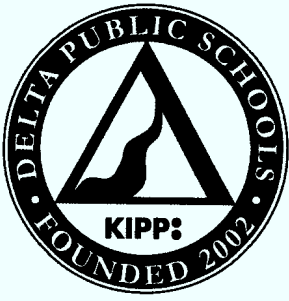
KIPP Blytheville should have no negative impact on the ability or the efforts of the local districts to comply with any existing court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. It appears from research that the Blytheville School District desegregation case was dismissed in 1978. Please see attachments in Appendix A. The KIPP Blytheville charter application will therefore not hamper, delay or in any way negatively affect the desegregation efforts of the local district.

KIPP Blytheville will comply with all federal and state laws concerning enrollment in a public school and in particular those laws specific to enrollment in a public charter school. This application provides that in the event there is an oversubscription of students to attend KIPP Blytheville, the school will comply with Ark. Code Ann. 6-23-306(14)B and apply a random anonymous student lottery.

KIPP Blytheville realizes it cannot exclude any student that may wish to attend KIPP Blytheville due to race, gender, ethnicity, or any other prohibited reason. No conclusion can be inferred or drawn against KIPP Blytheville that there exists any intent to create or establish a public school, by way of this application, or in practice, that has a purpose or intent to create a racially segregated public school or likewise impact other public schools.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Evidence of parental and community support (applicant's attachments)
- Signed Statement of Assurances Form (required)
- Lease Agreement as provided (required)



415 OHIO STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

Appendices

Appendix A: Attachments Supporting Narrative Responses

Appendix B: Letter of Intent Superintendent Notification

Appendix C: Public Hearing Sign-In Sheets

Appendix D: Public Hearing Public Documentation

Appendix E: Public Hearing Superintendent Notification

Appendix F: Charter Submission Superintendent Notification

Appendix G: Sample Calendar and Sample Schedule

Appendix H: Facility Use Agreement

Appendix I: Proposed Budget

Appendix J: Proposed Salary Schedule

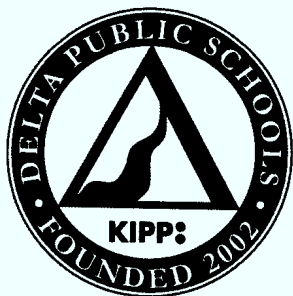
Appendix K: Evidence of Status as Eligible Entity

Appendix L: Evidence of Parental and Community Support

Appendix M: Signed Statement of Assurances

Appendix N: Lease Agreement

Appendix A: Attachments Supporting Narrative
Responses



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

Sample Commitment to Excellence Form

Teachers' Commitment

We fully commit to KIPP: DCPS in the following ways:

- We will arrive at DCPS every day by 7:15 A.M. (Mon. – Fri.)
- We will remain at DCPS until 5:00 P.M. (Monday-Thursday) and 4:00 P.M. on Friday.
- We will come to DCPS on appropriate Saturdays at 9:00 A.M. and remain until 1:05 P.M.
- We will teach at DCPS during the summer.
- We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- We will always make ourselves available to students, parents, and any concerns they might have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.

Failure to adhere to these commitments can lead to our removal from KIPP.

SIGNATURE _____

SIGNATURE _____

Parents' / Guardians' Commitment

We fully commit to KIPP: DCPS in the following ways:

- We will make sure our child arrives at DCPS every day by 7:25 A.M. (Mon. – Fri.), or boards a bus at the scheduled time.
- We will make arrangements so our child can remain at DCPS until 5:00 P.M. (Monday-Thursday) and 4:00 P.M. on Friday.
- We will make arrangements for our child to come to DCPS on appropriate Saturdays at 9:00 A.M. and remain until 1:00 P.M.
- We will ensure that our child attends DCPS summer school.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, and try to read with him/her every night.
- We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will allow our child to go on DCPS field trips.
- We will make sure our child follows the DCPS dress code.
- We understand that our child must follow DCPS rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments can cause my child to lose various KIPP privileges and can lead to my child returning to his/her home school.

SIGNATURE _____

Student's Commitment

I fully commit to KIPP: DCPS in the following ways:

- I will arrive at DCPS every day by 7:25 A.M. (Mon. – Fri.), or board a KIPP bus at the correct time.
- I will remain at DCPS until 5:00 P.M. (Monday-Thursday) and 4:00 P.M. on Friday.
- I will come to DCPS on appropriate Saturdays at 9:00 A.M. and remain until 1:00 P.M.
- I will attend DCPS during summer school.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to parents, teachers, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my DCPS teammates and give everyone my respect.
- I will follow the DCPS dress code.
- I am responsible for my own behavior, and I will follow the teachers' directions.

Failure to adhere to these commitments can cause me to lose various KIPP privileges and can lead to returning to my home school.

SIGNATURE _____



BLYTHEVILLE PUBLIC SCHOOLS

405 West Park - PO Box 1169
BLYTHEVILLE, ARKANSAS 72316
Tel. (870) 762-2053 - Fax. (870) 762-0141

Bruce E. Daniels, Ph.D.
Superintendent

Date: November 17, 2003

To: Scott Smith

From: Bruce E. Daniels *[Signature]*

Re: Memo Number DIR-04-020

- 1.) What involvement, if any, does the local school district have in a desegregation lawsuit? *No involvement to my knowledge*
- 2.) If the school district is involved in a desegregation lawsuit, what, if anything, is the school district being required to do by the court? *[Not applicable]*
- 3.) What deadline(s) has/have the court imposed upon the school district to perform required actions or submit information to it? *[Not applicable]*

RECEIVED
ATTORNEY'S OFFICE
NOV 17 2003
DEPARTMENT OF EDUCATION
GENERAL DIVISION

Equal Employment / Education Opportunities

11/89/2886 15:32 5816846321

USDC

PAGE 84

IN THE UNITED STATES DISTRICT COURT
EASTERN DISTRICT OF ARKANSAS
JONESBORO DIVISION

MRS. EMANUEL FRANKLIN, et al.

PLAINTIFFS

v.

No. J-71-C-35

BOARD OF EDUCATION OF THE
SLYTHEVILLE SCHOOL DISTRICT
NO. 5, et al.

FILED

U.S. DISTRICT COURT
EASTERN DISTRICT OF ARKANSAS
JONESBORO DIVISION
DECEMBER 7, 1978

DEC 07 1978

JUDGMENT BY H. MCCLELLAN, CLERK

[Signature]
CLERK

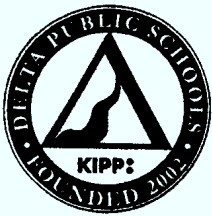
It is hereby Ordered, Adjudged and Decreed that this case
be, and it is hereby, dismissed.

Dated this 6th day of December, 1978.

[Signature]
United States District Judge

EXHIBIT A

Appendix B: Letter of Intent Superintendent
Notification



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

June 25, 2009

Dr. Richard Atwill and Board of Directors
Office of the Superintendent and Board of Directors
405 West Park Street
P.O. Box 1169
Blytheville, AR 72316

Dear Dr. Atwill and Board of Directors,

Please accept this as KIPP Delta, Inc.'s letter of intent to apply to open a charter school for the 2010-2011 academic year in Blytheville, AR. KIPP Delta, Inc. is a non-profit organization that was established in 2001 for the sole purpose of creating high quality charter schools in Eastern Arkansas. KIPP Delta, Inc. received its 501(c)(3) status in March of 2002. KIPP Delta, Inc. will either apply for a license to expand off of its initial charter or apply for a new charter. The school, KIPP Delta Blytheville, will serve students in Blytheville, AR and the surrounding communities of South Mississippi Co. and Osceola.

KIPP Delta Blytheville will initially serve students up to 90 students in grade 5 for the 2010-2011 school year and expand to a full K-12 site by the year 2018. At full enrollment and full size, the elementary, middle, and high school would reach up to 1,170 students in those thirteen grades. KIPP Delta Blytheville will be a rigorous college preparatory school with an extended day and school year. The curriculum will be designed to put students from low income communities on a path to college. Teachers will be available to tutor well into the evenings and by cell phone for their students after that. The School Director will be trained through KIPP National's prestigious Fisher Fellow Program.

Further information about KIPP Delta Public Schools and its expansion to Blytheville can be found at www.kippdelta.org or by contacting:

Scott Shirey
KIPP Delta Public Schools
415 Ohio St.
Helena-West Helena, AR 72342
Phone: 870-753-9035
Fax: 870-753-9450
E-mail: scott.shirey@kipdelta.org

KIPP Delta is committed to providing a high quality education to students in Eastern Arkansas as it has in Helena for the past seven years. Do not hesitate to contact us with any questions or concerns.

Sincerely,

Scott Shirey
Executive Director

**Appendix B: Letter of Intent Superintendent
Notification**

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature <div style="display: flex; justify-content: space-between;"> X <i>[Signature]</i> <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee </div> </p> <p>B. Received by (Printed Name) <div style="border: 1px solid black; padding: 2px;">Richard Atwill</div> </p> <p>C. Date of Delivery <div style="border: 1px solid black; padding: 2px;">6-30-09</div> </p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input checked="" type="checkbox"/> No </p>
<p>1. Article Addressed to: <div style="font-family: cursive; font-size: 1.2em;">Dr. Richard Atwill: Board of Directors Office of the Supt.'s Board of Directors 405 W. Park Street P.O. Box 1169 Blytheville, AR 72316</div> </p>	<p>3. Service Type <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Registered <input type="checkbox"/> Insured Mail </div> <div> <input type="checkbox"/> Express Mail <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> C.O.D. </div> </div> </p> <p>4. Restricted Delivery? (Extra Fee) <input checked="" type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label) 7008-0150-0000-3918-2352 </p>	
<div style="display: flex; justify-content: space-between;"> PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540 </div>	

2552 916E 0000 0510 8007

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

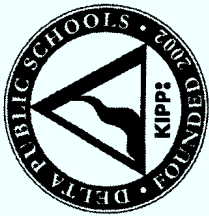
Postage	\$ 0.44	0794	Postmark Here
Certified Fee	\$2.80	02	
Return Receipt Fee <small>(Endorsement Required)</small>	\$2.30		
Restricted Delivery Fee <small>(Endorsement Required)</small>	\$4.50		
Total Postage & Fees	\$ 10.04	06/25/2009	

Sent To Dr. Richard Atwill: Board of Directors

Street, Apt. No. or PO Box No. 405 W. Park Street

City, State, ZIP+4 Blytheville, AR 72316

PS Form 3800, August 2006
See Reverse for Instructions



Appendix C: Public Hearing Sign-In Sheets

415 OHIO STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

KIPP Delta Blytheville- Public Hearing
The Ritz Civic Center, 306 West Main St., Blytheville, AR
August 13, 2009
5:30 P.M.

Printed Name	Mailing Address (B for Business, H for Home)	Business Name/ Business Phone	Cell Phone	E-mail Address	Signature
Norma J. Bell	B-316 W. Main Blytheville, AR 72315	TBIB 870-763-3333	870-288- 6317	tresche2@ networld.com	Norma J. Bell
Marvel B. Dickerson	532 Cook St. Blytheville, AR 72315	TBIB 870-763-3333	870-740- 1517	b-dickerson@ sbcglobal.net	Marvel B. Dickerson
Shanda Lee Coppedge	1520 W. 6th Blytheville, AR 72315	870 763-0775			Shanda Lee Coppedge
Victoria Blain	5050 E.R. 126 Blytheville AR	870 733-4178		lovingmy3boys@aol	Victoria Blain
Mary Gay Shipley	B-316 W. Main Blytheville, AR 72315	870-763-3333		tbib@ sbcglobal.net	Mary Gay Shipley
Blanche Sanders	P.O. Box 911 Blytheville, AR	870.838.2920	870, 623.1020	bsanders@yahoo.com	Blanche Sanders
Charvay Rogers	701 Putney Drive Blytheville		740-1764		Charvay Rogers
Mylass Jeffers	1209 Lee Circle S	870.763.0726	762.6386	mjeffers@esbcglobal.net	Mylass C. Jeffers

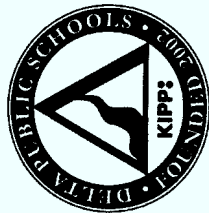


Appendix C: Public Hearing Sign-In Sheets

415 OHIO STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

KIPP Delta Blytheville- Public Hearing
The Ritz Civic Center, 306 West Main St., Blytheville, AR
August 13, 2009
5:30 P.M.

Printed Name	Mailing Address (B for Business, H for Home)	Business Name/ Business Phone	Cell Phone	E-mail Address	Signature
LISA JOHNS	231 Southrup Blytheville	870 838 2316			Lisa Johns
Paul Shipley	424 N 9th BLY	870 763 3853			Paul Shipley
Sam Scruggs	P.O. Box 1289	870-760-0554			Sam Scruggs
Jennifer Hardesty	6442 NSH 181 Bly Ave	870-762-1222	870 760 4765	jenniferhardesty@blytheville-ar.gov	Jennifer Hardesty
Tom Wright	1801 Wedgewood Dr	870-762-6862	870 278-8897		Tom Wright
David Kalamita	701 N. 2nd #32 72315	NUCOR 278-5932			David Kalamita
Lois Wilson	713 Golf Links				Lois Wilson
Richard Atwill	602 Ridgeway				Richard Atwill

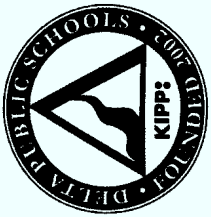


Appendix C: Public Hearing Sign-In Sheets

415 OHIO STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

KIPP Delta Blytheville- Public Hearing
The Ritz Civic Center, 306 West Main St., Blytheville, AR
August 13, 2009
5:30 P.M.

Printed Name	Mailing Address (B for Business, H for Home)	Business Name/ Business Phone	Cell Phone	E-mail Address	Signature
Sandy Hughes	P.O. Box 1169	Blytheville Schultz			Sandy Hughes
Jerry Sims	1812 N 6th	First Nat Bank		J. Sims Co FIRST NATIONAL Bly. com	Jerry Sims
Cindy + Jim Byrd	Byrd 4945 ECR 188	Armed school			Cindy Byrd
DIANA HOLMES	PO BOX 1435, BLY	HOLMES FINANCIAL SERVICES, INC		dholmes@ mcc.coop	Diana Holmes
Tommy Bennett Jr	1116 Hickory				Tommy Bennett Jr
MARY Jefferis	1209 S. Lee Circle	By Schools			Mary Jefferis
Becky Hawkins	1700 N. 6th Bly	Travel consultants		Becky@travelconsultantsHI.com	Becky Hawkins
MARK BRYCES	1101 DEANMOOR				



Appendix C: Public Hearing Sign-In Sheets

415 OHIO STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

KIPP Delta Blytheville- Public Hearing
The Ritz Civic Center, 306 West Main St., Blytheville, AR
August 13, 2009
5:30 P.M.

Printed Name	Mailing Address (B for Business, H for Home)	Business Name/ Business Phone	Cell Phone	E-mail Address	Signature
Tamika Jenkins	4701 Memorial Dr.	MISS CO-ED 870.532.6084	515.460. 0419	teja26esb@bbl.net	Tamika Jenkins
Marrietta Jerome		Bly School Board			Noted
David Lytle	P.O. Box 925 (B)	The Ritz/ Arts Council	870-740 5940	dlyttle47@yahoo.com	David Lytle
June Walton	2021 S. Ridgeway Bly. AR	ANAC			June Walton
Karen Arnold	713 S. Rudder Rd. Bly.	Techno/paint	888-3013		Karen Arnold
Al Chubb	4401 Memorial Dr.	GRAND F	140.30A		
Missy Langston	1612 N Broadway	FUMC	838-6522	bfume-mle@bglobal.net	Missy Langston
Marilyn Jerome	Paragold 72450 601 Michelle Dr.	870 215-4440			Marilyn Jerome

2200 2410 70090200
65406**Osceola Times**

P.O. Box 408 • Osceola, AR 72370

870-563-2615 Fax: 870-563-2616

email: timesads@osceolatimes.com

VC/1963

Billed AccountKIPP Delta Public Schools
415 Ohio Street
Helena, AR 72342
Attn. Princess Burnside**Account Number****2061****Bill Date****8/6/09****Due Date****8/30/09**

Date	Description	Size	Amount	Balance
7/23/09	Disp[ay Ad - Blytheville KIPP	3x2	39.00	39.00
7/30/09	Display Ad - Blytheville KIPP	3x2	39.00	78.00
8/6/09	Display Ad - Blytheville KIPP	3x2	39.00	117.00
8/6/09	Copies of 7/23, 7/30 & 8/6 Osceola Times	3@75¢	2.25	119.25
8/6/09	Postage Mailings 7/23, 7/30 & 8/6	3@\$1.39	4.17	123.42
<p>We accept Credit and Debit Cards Visa and Mastercard only! You may phone that payment in or mail your check.</p>				

Total Amount Due**123.42**

college enrollment continues to drop



University will increase its fee from \$11 per student semester credit hour (SSCH) to \$11.50. Henderson State University will increase its fee from \$10.50 to \$11.50 per SSCH. South Arkansas University will increase its fee from \$11 to \$12. The University of Arkansas at Fort Smith will increase its fee from \$10 to \$12. The University of Arkansas at Little Rock will increase its fee from \$13.62 to \$14. The University of Arkansas at Monticello will increase its fee from \$10 to \$11. The University of Central Arkansas will increase

its fee from \$13 to \$14 per SSCH.

The University of Arkansas at Fayetteville and North Arkansas College have

never charged an athletic fee and expect to continue to meet athletic operating costs without assessing a fee in the coming year.

Osceola School District Cafeteria Substitute Training

August 12, 2009
OHS Cafeteria
9:30 A.M.

Qualifications:

- Must have working phone number
- Some cooking experience
- Good with students

Bring KIPP Delta Public Schools to Blytheville!

There will be a public hearing at:
The Ritz Civic Center
306 West Main St.
Blytheville, AR 72315
Thursday, August 13 at 5:30 p.m.



Rivercrest High School Open House

August 18, 2009 @ 6 p.m.
High School Auditorium

5:30 - 6 p.m.

Meeting for parents and students enrolled in or interested in taking Pre-AP or AP classes

6 p.m.

General session for all parents and students. Students and parents will

neral salaries its a cost of nately \$27.8 of which the portion is nately \$12 mil-

all classes would be held at the ATU Ozark campus and students would be required to be 21 years old or above to enroll.

Mid-South Community College was approved for a technical certificate and Associate of Applied Science in Transportation and Logistics at its West Memphis campus.

East Arkansas Community College was approved for an Associate of Applied Science in Occupation Therapy Assistant.

North West Arkansas Community College was approved for an Associate of Applied Science in Culinary Arts and a technical certificate in baking.

Blytheville

Courier News900 N. Broadway • P.O. Box 1108 • Blytheville, AR 72316
(870)-763-4461 • FAX (870) 763-6874**ADVERTISING INVOICE/STATEMENT**

DOCUMENT NO	BILLING DATE	BILLING PERIOD	TERMS OF PAYMENT
41851	07/31/09	ONE MONTH	

BILLED ACCOUNT	
KIPP PRINCESS BURNSIDE 215 CHERRY Helena	AR72342

2200 2410 70090200 / 650

BILLED ACCOUNT NO	ADVERTISER CLIENT
002392	
NAME OF ADVERTISER CLIENT	
KIPP	

DATE	REFERENCE NUMBER	CHARGE OR CREDITS DESCRIPTION PRODUCT CODE	SAU DIMENSIONS	BILLED UNITS	RATE	AMOUNT	BALANCE
07/23/09	279096	PREVIOUS BALANCE					\$0.0
07/30/09	279095	Local Display	3x3	9.00	7.00	63.00	63.0
		Local Display	3x3	9.00	7.00	63.00	126.0

Terms: Net due upon receipt of statement.**CONTRACT PERFORMANCE**

EXPIRATION DATE	REQUIREMENT	CUMULATIVE

AGING

30 DAYS	60 DAYS	90 DAYS & OVER
0.00	0.00	0.00

TOTAL NET AMOUNT DUE
\$126.

▼ DETACH AND RETURN DOCUMENT ALONG PERFORATION ▼

ce/News

THURSDAY, AUGUST 6, 2009 • PAGE 74

MARKET NEWS

Commodities	FUELS	CLOSE	PVS.	%CHG	%YTD
Gold prices declined as investors took some profits off the table. Oil prices rose despite growing crude supplies and more signs of weakness in major industries like retail and transportation.	Crude Oil (bbl)	71.97	71.82	+0.77	+61.4
	Ethanol (gal)	1.63	1.65	-1.39	+0.9
	Heating Oil (gal)	1.96	1.90	+2.92	+38.8
	Natural Gas (mm bbl)	4.04	4.00	+1.02	-28.1
	Unleaded Gas (gal)	2.05	2.06	-0.27	+103.1
	METALS	CLOSE	PVS.	%CHG	%YTD
	Aluminum (lb)	0.92	0.89	+3.38	+29.2
	Copper (lb)	2.81	2.79	+0.63	+100.5
	Gold (oz)	964.20	967.50	-0.34	+9.1
	Platinum (oz)	1293.10	1276.80	+1.28	+38.1
	Silver (oz)	14.75	14.68	+0.44	+30.9
	AGRICULTURE	CLOSE	PVS.	%CHG	%YTD
	Cattle (lb)	0.84	0.84	-0.06	+0.0
	Coffee (lb)	1.32	1.33	-1.13	+17.4
	Corn (bu)	3.47	3.54	-2.12	-14.7
	Cotton (lb)	0.60	0.60	-0.43	+23.2
	Lumber (1,000 bd ft)	203.10	207.00	-1.88	+19.9
	Orange Juice (lb)	0.98	0.93	+5.06	+41.4
	Soybeans (bu)	11.75	11.65	+0.86	+20.9
	Wheat (bu)	5.29	5.43	-2.49	-18.5



Quotable

"I think there's a lot of talented people at General Motors."

—Edmund W. Byrne, chairman of the new General Motors board of directors

Bring KIPP Delta Public Schools to Blytheville!

There will be a
PUBLIC HEARING
At

The Ritz Civic Center
306 West Main St.,
Blytheville, Ar 72315

THURSDAY, AUGUST 13 at 5:30 p. m.

CONFORT JOURNAL

**Appendix E: Public Hearing Superintendent
Notification**

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature: <u><i>Stan Williams</i></u> <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name): <u>Stan Williams</u> C. Date of Delivery: <u>7-28-09</u></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>
<p>1. Article Addressed to:</p> <p style="font-size: 1.2em;"><u>Dr Stan Williams</u> <u>Gosnell School District</u> <u>600 N. State Highway 181</u> <u>Blytheville, AR 72315</u></p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label) <u>7008-3230-0001-6226-2569</u></p>	<p>4. Restricted Delivery? (Extra Fee) <input checked="" type="checkbox"/> Yes</p>

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

6952 9226 1000 0E2E 8007

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	\$ 0.44	0790
Certified Fee	\$2.80	08
Return Receipt Fee (Endorsement Required)	\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$4.50	
Total Postage & Fees	\$ 10.04	07/27/2009

Service to: Dr. Stan Williams

Street, Apt. No. or PO Box No.: 600 N. State Hwy 181

City, State, ZIP+4: Blytheville, AR 72315

PS Form 3800, August 2006

See Reverse for Instructions

**Appendix E: Public Hearing Superintendent
Notification**

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature X <i>Gerardo Washington</i> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery <i>7/26/09</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input checked="" type="checkbox"/> No</p>
<p>1. Article Addressed to: <i>Dr. Milton Washington 2750 W. Semmes Ave. Osceola, AR 72370</i></p>	<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input checked="" type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label) <i>7008-3230-0001-6226-2583</i></p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>	

7008 3230 0001 6226 2583

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OSCEOLA AR 72370

Postage	\$ 00.44	0790 08 Postmark Here	07/27/2009
Certified Fee	\$2.80		
Return Receipt Fee (Endorsement Required)	\$2.30		
Restricted Delivery Fee (Endorsement Required)	\$4.50		
Total Postage & Fees	\$ 10.04		

Sent To *Dr. Milton Washington*

Street, Apt. No. or PO Box No. *2750 W. Semmes Ave.*

City, State, ZIP+4 *Osceola, AR 72370*

PS Form 3890, August 2006 See Reverse for Instructions

**Appendix E: Public Hearing Superintendent
Notification**

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p>	<p>A. Signature <div style="display: flex; align-items: center;"> X <div style="margin-left: 10px;"> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee </div> </div> </p> <p>B. Received by (Printed Name) GARY MASTERS </p> <p>C. Date of Delivery 7-28-09 </p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No </p>
<p>1. Article Addressed to:</p> <p style="font-size: 1.2em;">Dr. Gary Masters S. Mississippi County School 22 N. Jefferson St. Wilson, AR 72395</p>	<p>3. Service Type</p> <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Registered <input type="checkbox"/> Insured Mail </div> <div> <input type="checkbox"/> Express Mail <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> C.O.D. </div> </div> <p>4. Restricted Delivery? (Extra Fee) <input checked="" type="checkbox"/> Yes</p>
<p>2. Article Number (Transfer from service label) 7008-3230-0000-62262576</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>	

7008 3230 0000 6226 2576

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

WILSON AR 72395
NO POSTAL USE

Postage	\$ 0.44	0790 08 Postmark Here
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$4.50	
Total Postage & Fees	\$ 10.04	07/27/2009

Sent to Dr. Gary Masters

Street, Apt. No., or PO Box No. 22 N. Jefferson St.

City, State ZIP+4 Wilson, AR 72395

PS Form 3800, August 2006
See Reverse for Instructions

**Appendix E: Public Hearing Superintendent
Notification**

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> ■ 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. 	<p>A. Signature: <u>[Signature]</u> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name): <u>Richard Atwill</u></p> <p>C. Date of Delivery: <u>7-30-09</u></p> <p>D. Is delivery address different from item 1? <input checked="" type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p> <p style="margin-left: 40px;"><u>Po Box 1169</u> <u>Blytheville AR 72316</u></p>
<p>1. Article Addressed to:</p> <p style="font-size: 1.2em;"><u>Dr. Richard Atwill</u> <u>Blytheville School Dist.</u> <u>405 Park St.</u> <u>Blytheville, AR 72315-</u> <u>2421</u></p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label) <u>7008-3230-0001-6226-2548</u></p>	<p>4. Restricted Delivery? (Extra Fee) <input checked="" type="checkbox"/> Yes</p>

PS Form 3811, February 2004 102595-02-M-1540

7008 3230 0001 6226 2545

U.S. Postal Service TM
CERTIFIED MAIL TM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 0.44	0790 08 Postmark Here 07/27/2009
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$4.50	
Total Postage & Fees	\$ 10.04	

Sent To: Dr. Richard Atwill

Street, Apt. No., or PO Box No.: 405 Park Street

City, State, ZIP+4: Blytheville, AR 72315

PS Form 3800, August 2005 See Reverse for Instructions

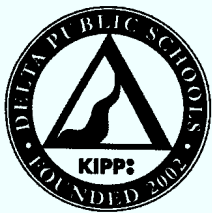
Appendix E: Public Hearing Superintendent
Notification

7008 3230 0001 6226 2552

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	\$ 0.44	0790
Certified Fee	\$2.80	08
Return Receipt Fee (Endorsement Required)	\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$4.50	
Total Postage & Fees	\$ 10.04	07/27/2009
Sent to Dr. Mike Hunter P.O. Box 99 Armorel, AR 72310		

PS Form 3800, August 2006 See Reverse for Instructions

**Appendix F: Charter Submission Superintendent
Notification**



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

August 31, 2009

Dr. Richard Atwill
Blytheville School District
405 Park St
Blytheville, AR 72315-2421

Dear Dr. Richard Atwill,

Please find enclosed KIPP Delta, Inc.'s application for an open-enrollment charter school, KIPP Blytheville, to be located within the Blytheville School District.

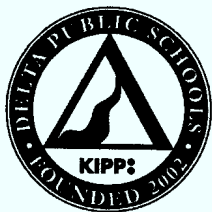
KIPP is a national network of high performing charter schools around the country. You may find more information by visiting our website at www.kippdelta.org or visiting the national website at www.kipp.org. You may also feel free to contact us with any questions that you may have. Thanks.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Shirey".

Scott Shirey
Executive Director
KIPP Delta Public Schools

**Appendix F: Charter Submission Superintendent
Notification**



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

August 31, 2009

Dr. Mike Hunter
Armored School District
P.O. Box 99
Armored, AR 72310

Dear Dr. Mike Hunter,

Please find enclosed KIPP Delta, Inc.'s application for an open-enrollment charter school, KIPP Blytheville, to be located within the Blytheville School District.

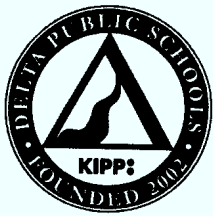
KIPP is a national network of high performing charter schools around the country. You may find more information by visiting our website at www.kippdelta.org or visiting the national website at www.kipp.org. You may also feel free to contact us with any questions that you may have. Thanks.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Shirey".

Scott Shirey
Executive Director
KIPP Delta Public Schools

**Appendix F: Charter Submission Superintendent
Notification**



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

August 31, 2009

Dr. Stan Williams
Gosnell School District
600 N State Highway 181
Blytheville, AR 72315-5906

Dear Dr. Stan Williams,

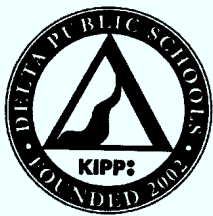
Please find enclosed KIPP Delta, Inc.'s application for an open-enrollment charter school, KIPP Blytheville, to be located within the Blytheville School District.

KIPP is a national network of high performing charter schools around the country. You may find more information by visiting our website at www.kippdelta.org or visiting the national website at www.kipp.org. You may also feel free to contact us with any questions that you may have. Thanks.

Sincerely,

Scott Shirey
Executive Director
KIPP Delta Public Schools

**Appendix F: Charter Submission Superintendent
Notification**



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

August 31, 2009

Dr. Gary Masters
South Mississippi County School District
22 N Jefferson St
Wilson, AR 72395

Dear Dr. Rogers Ford/Gary Masters,

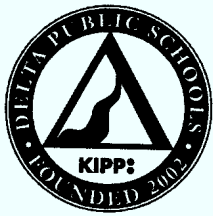
Please find enclosed KIPP Delta, Inc.'s application for an open-enrollment charter school, KIPP Blytheville, to be located within the Blytheville School District.

KIPP is a national network of high performing charter schools around the country. You may find more information by visiting our website at www.kippdelta.org or visiting the national website at www.kipp.org. You may also feel free to contact us with any questions that you may have. Thanks.

Sincerely,

Scott Shirey
Executive Director
KIPP Delta Public Schools

**Appendix F: Charter Submission Superintendent
Notification**



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

August 31, 2009

Dr. Milton Washington
Osceola School District
2750 W Semmes Ave.
Osceola, AR 72370

Dear Dr. Milton Washington,

Please find enclosed KIPP Delta, Inc.'s application for an open-enrollment charter school, KIPP Blytheville, to be located within the Blytheville School District.

KIPP is a national network of high performing charter schools around the country. You may find more information by visiting our website at www.kippdelta.org or visiting the national website at www.kipp.org. You may also feel free to contact us with any questions that you may have. Thanks.

Sincerely,

Scott Shirey
Executive Director
KIPP Delta Public Schools

**Appendix F: Charter Submission Superintendent
Notification**

7008 0150 0000 3917 6245

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 4.95	0794 02 Postmark Here
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 10.05	08/31/2009

Sent To: Dr. Stan Williams Gosnell School District
Street, Apt. No., or PO Box No.: 600 N State Highway 181
City, State, ZIP+4: Blytheville AR 72315-5906
PS Form 3800, August 2006 See Reverse for Instructions

7008 0150 0000 3917 6252

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 4.95	0794 02 Postmark Here
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 10.05	08/31/2009

Sent To: Dr. Gary Masters - S. Mag. Co. District
Street, Apt. No., or PO Box No.: 22 N. Jefferson St
City, State, ZIP+4: Wilson, AR 72395
PS Form 3800, August 2006 See Reverse for Instructions

7008 0150 0000 3917 6276

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 4.95	0794 02 Postmark Here
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 10.05	08/31/2009

Sent To: Dr. Mike Hunter Armored School District
Street, Apt. No., or PO Box No.: P.O. Box 99
City, State, ZIP+4: Armored, AR 72310
PS Form 3800, August 2006 See Reverse for Instructions

7008 0150 0000 3917 6283

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 4.95	0794 02 Postmark Here
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 10.05	08/31/2009

Sent To: Dr. Richard Atwill / Blytheville School District
Street, Apt. No., or PO Box No.: 405 Park Street
City, State, ZIP+4: Blytheville, AR 72315-2421
PS Form 3800, August 2006 See Reverse for Instructions

7008 0150 0000 3917 6269

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com.

OFFICIAL USE

Postage	\$ 4.95	0794 02 Postmark Here
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 10.05	08/31/2009

Sent To: Dr. Milton Washington - Osceola District
Street, Apt. No., or PO Box No.: 2750 W. Semmes Ave.
City, State, ZIP+4: Osceola, AR 72370
PS Form 3800, August 2006 See Reverse for Instructions



Appendix G: Sample Calendar and Sample Schedule

210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

KIPP Blytheville College Preparatory School Sample Calendar 2010-2011

July 2010

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2010

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2010

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2010

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2010

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Saturdays with a box designate Saturday School
Blue days indicate required days for teachers but not students.

July 5-23.....Summer School
July 26.....Staff Development Starts

August 11.....School resumes

September 1.....Staff Development (No School)
September 6.....Labor Day

October 7-8.....Staff Development (No School)
October 15.....End of Quarter 1
October 20.....Report Card Night

November 10.....Staff Development (No School)
November 24-26.....Thanksgiving Holiday

December 17.....End of Semester
Dec. 20 – Jan. 3.....Winter Holiday

January 3.....Staff Development
January 4.....Students return to school
January 12.....Report Card Night
January 17.....MLK Holiday

February 14.....Presidents' Day Holiday
February 25.....Benchmark Madness

March 11.....End of Quarter 3
March 16.....Report Card Night
March 21-25.....Spring Break

April 22.....Good Friday

May 25.....Last day for Students

June 1-3.....Staff Development

January 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2011

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

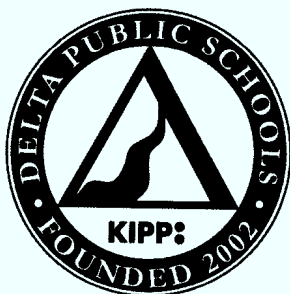
May 2011

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2011

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Appendix G: Sample Calendar and Sample Schedule



210 CHERRY STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

KIPP Blytheville College Preparatory School Sample 5th Grade Schedule

Monday, Tuesday, Wednesday, and Thursday

Time	5A	5B	5C
7:30 – 8:00	Morning Work/Breakfast	Morning Work/Breakfast	Morning Work/Breakfast
8:00 – 9:30	Mathematics	Science	English Language Arts
9:30 – 11:00	English Language Arts	Mathematics	Social Studies
11:00 – 11:30	Lunch	Lunch	Lunch
11:30 – 1:00	Science	Social Studies	Mathematics
1:00 – 1:45	Social Studies	English Language Arts	Art (M,W) and Music (T,Th)
1:45 – 2:30			Physical Education
2:30 – 3:15	Art (M,W) and Music (T, Th)	Physical Education	Science
3:15 – 4:00	Physical Education	Art (M,W) and Music (T, Th)	
4:00 – 5:00	Study Hall	Study Hall	Study Hall

Friday

Time	5A	5B	5C
7:30 – 8:00	Morning Work/Breakfast	Morning Work/Breakfast	Morning Work/Breakfast
8:00 – 9:30	Mathematics	Science	English Language Arts
9:30 – 11:00	English Language Arts	Mathematics	Social Studies
11:00 – 11:30	Lunch	Lunch	Lunch
11:30 – 1:00	Science	Social Studies	Mathematics
1:00 – 2:30	Social Studies	English Language Arts	Science
2:30 – 4:00	Culture Building	Culture Building	Culture Building

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): DAY, INC.

Lessee (Tenant): KIPP Delta, Inc.

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

Describe the present use of the facility and use for prior three (3) years:

Vacant

630 W Moultrie Street

Premises: Blytheville, AR 72315
address

42,600

square footage

Terms of Lease: 5 years

Rental Amount: \$7,100.00 per month

Contingency: The terms of this agreement are contingent upon
KIPP Delta, Inc. (sponsoring entity)
receiving a charter to operate an open-enrollment public
charter school from the State Board of Education
by August of ~~2008~~ 2010.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

KIPP Delta, Inc.

By Scott Shirey

Date August 28, 2009

Lessor:

Day, Inc.

By Mason Day

Date August 28, 2009

Appendix I: Proposed Budget

2010-2011 KIPP Blytheville College Preparatory School Sample Budget

#of Students 90

Revenues	Amount	Total
State Public Charter School Aid:		
State Foundation Funding	5,905.00	531,450
Enhancement Fundng	35.00	3,150
Professional Development	41.33	3,720
NSLA Funding	992.00	89,280
Total State Charter School Aid		\$ 627,600

Other Sources of Revenues:		
Private Donations or Gifts		75,000
Federal Grants (List the amount)		150,000
Special Grants (List the amount)		250,000
Other (Specifically Describe)		
Total Other Sources of Revenues		\$ 475,000

TOTAL REVENUES **\$ 1,102,600**

Expenditures	Amount	Total
Administration:		
Salaries: No. of Positions - 2	95,000	
Fringe Benefits	24,700	
Purchased Services	11,408	
Supplies and Materials	4,500	
Equipment	-	
Other (Describe)	-	
		\$ 135,608

Regular Classroom Instruction:		
Salaries: No. of Positions - 4	150,000	
Fringe Benefits	39,000	
Purchased Services	60,942	
Supplies and Materials	35,280	
Equipment	70,500	
Other (Describe)	-	
		\$ 355,722

Special Education:		
Salaries: No. of Positions - 1	40,000	
Fringe Benefits	10,400	

Appendix I: Proposed Budget

Purchased Services	2,500		
Supplies and Materials	1,000		
Equipment	-		
Other (Describe)	-	\$	53,900

Gifted and Talented Program:

Salaries: No. of Positions -	-		
Fringe Benefits	-		
Purchased Services	-		
Supplies and Materials	-		
Equipment	-		
Other (Describe)	-	\$	-

Alternative Education Program:

Salaries: No. of Positions -	-		
Fringe Benefits	-		
Purchased Services	-		
Supplies and Materials	-		
Equipment	-		
Other (Describe)	-	\$	-

Guidance Services:

Salaries: No. of Positions -	-		
Fringe Benefits	-		
Purchased Services	10,000		
Supplies and Materials	2,500		
Equipment	-		
Other (Describe)	-	\$	12,500

Health Services:

Salaries: No. of Positions - 0.25	-		
Fringe Benefits	-		
Purchased Services	5,000		
Supplies and Materials	1,000		
Equipment	-		
Other (Describe)	-	\$	6,000

Media Services:

Salaries: No. of Positions -	-		
Fringe Benefits	-		
Purchased Services	-		
Supplies and Materials	-		
Equipment	-		
Other (Describe)	-	\$	-

Appendix I: Proposed Budget

Fiscal Services:

Salaries: No. of Positions -	-		
Fringe Benefits	-		
Purchased Services	-		
Supplies and Materials	-		
Equipment	-		
Other (Describe)	-	\$	-

Maintenance and Operations:

Salaries: No. of Positions - 1	20,000		
Fringe Benefits	5,200		
Purchased Services	12,000		
Supplies and Materials	20,000		
Equipment	5,000		
Other (Describe)	-	\$	62,200

Pupil Transportation:

Salaries: No. of Positions - 2	26,000		
Fringe Benefits	6,760		
Purchased Services	12,000		
Supplies and Materials	20,000		
Equipment	54,000		
Other (Describe)	-	\$	118,760

Food Services:

Salaries: No. of Positions - 1	17,000		
Fringe Benefits	4,420		
Purchased Services	6,000		
Supplies and Materials	92,988		
Equipment	-		
Other (Describe)	-	\$	120,408

Data Processing:

Salaries: No. of Positions -	-		
Fringe Benefits	-		
Purchased Services	-		
Supplies and Materials	-		
Equipment	-		
Other (Describe)	-	\$	-

Substitute Personnel:

Salaries: No. of Positions -	-
------------------------------	---

Appendix I: Proposed Budget

Fringe Benefits

- \$ -

Facilities:

Lease/Purchase (contract for one
total year including facility upgrades) 92,300

Please list upgrades:

Renovating old Montgomery Ward bldg. See Debt

Utilities (contract for one total year
including facility upgrades) 25,000

Insurance (contract for one total year
including facility upgrades): 10,000

Property Insurance

Content Insurance

127,300

Debt Expenditures: 50,000

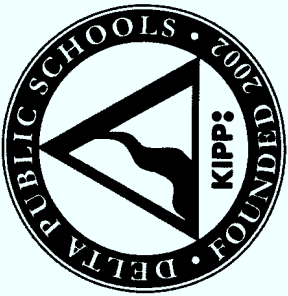
Other Expenditures:

(Describe)

-
- 50,000

TOTAL EXPENDITURES

\$ 1,042,398



415 OHIO STREET | HELENA, ARKANSAS 72342 | PHONE: 870.753.9035 | FAX: 870.753.9450

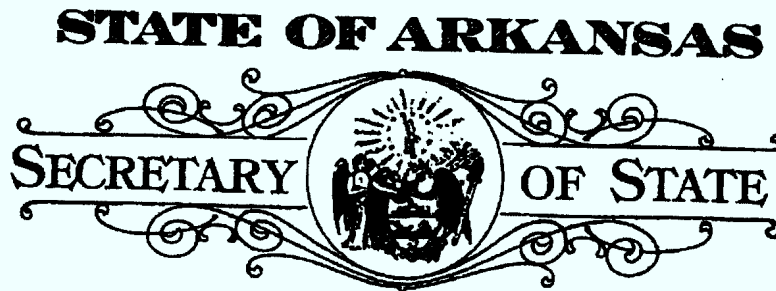
Appendix J: Proposed Salary Schedule

KIPP Blytheville College Preparatory School Sample Teacher Salary Schedule (Bachelors Degree)

KIPP Blytheville College Preparatory School will likely follow the same salary schedule as KIPP Delta with increases in salary based on number of years teaching and number of years at KIPP. A sample of the pattern is shown below. Each year \$500 is added, with an additional \$1000 for each year at KIPP.

For teachers who have earned a Masters Degree, the base salary amount is increased by \$2,600.

Years	Number of Years at KIPP										
	0	1	2	3	4	5	6	7	8	9	10
0	\$ 35,000										
1	\$ 35,600	\$ 36,100									
2	\$ 36,200	\$ 36,700	\$ 37,700								
3	\$ 36,800	\$ 37,300	\$ 38,300	\$ 39,300							
4	\$ 37,400	\$ 37,900	\$ 38,900	\$ 39,900	\$ 40,900						
5	\$ 38,000	\$ 38,500	\$ 39,500	\$ 40,500	\$ 41,500	\$ 42,500					
6	\$ 38,600	\$ 39,100	\$ 40,100	\$ 41,100	\$ 42,100	\$ 43,100	\$ 44,100				
7	\$ 39,200	\$ 39,700	\$ 40,700	\$ 41,700	\$ 42,700	\$ 43,700	\$ 44,700	\$ 45,700			
8	\$ 39,800	\$ 40,300	\$ 41,300	\$ 42,300	\$ 43,300	\$ 44,300	\$ 45,300	\$ 46,300	\$ 47,300		
9	\$ 40,400	\$ 40,900	\$ 41,900	\$ 42,900	\$ 43,900	\$ 44,900	\$ 45,900	\$ 46,900	\$ 47,900	\$ 48,900	
10	\$ 41,000	\$ 41,500	\$ 42,500	\$ 43,500	\$ 44,500	\$ 45,500	\$ 46,500	\$ 47,500	\$ 48,500	\$ 49,500	\$ 50,500
11	\$ 41,600	\$ 42,100	\$ 43,100	\$ 44,100	\$ 45,100	\$ 46,100	\$ 47,100	\$ 48,100	\$ 49,100	\$ 50,100	\$ 51,100
12	\$ 42,200	\$ 42,700	\$ 43,700	\$ 44,700	\$ 45,700	\$ 46,700	\$ 47,700	\$ 48,700	\$ 49,700	\$ 50,700	\$ 51,700
13	\$ 42,800	\$ 43,300	\$ 44,300	\$ 45,300	\$ 46,300	\$ 47,300	\$ 48,300	\$ 49,300	\$ 50,300	\$ 51,300	\$ 52,300
14	\$ 43,400	\$ 43,900	\$ 44,900	\$ 45,900	\$ 46,900	\$ 47,900	\$ 48,900	\$ 49,900	\$ 50,900	\$ 51,900	\$ 52,900
15	\$ 44,000	\$ 44,500	\$ 45,500	\$ 46,500	\$ 47,500	\$ 48,500	\$ 49,500	\$ 50,500	\$ 51,500	\$ 52,500	\$ 53,500
16	\$ 44,600	\$ 45,100	\$ 46,100	\$ 47,100	\$ 48,100	\$ 49,100	\$ 50,100	\$ 51,100	\$ 52,100	\$ 53,100	\$ 54,100
17	\$ 45,200	\$ 45,700	\$ 46,700	\$ 47,700	\$ 48,700	\$ 49,700	\$ 50,700	\$ 51,700	\$ 52,700	\$ 53,700	\$ 54,700
18+	\$ 45,800	\$ 46,300	\$ 47,300	\$ 48,300	\$ 49,300	\$ 50,300	\$ 51,300	\$ 52,300	\$ 53,300	\$ 54,300	\$ 55,300



Sharon Priest
SECRETARY OF STATE

**Certificate of Incorporation of Domestic
Non-Profit Corporation**

To All to Whom These Presents Shall Come, Greetings:

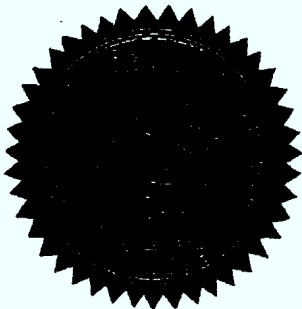
I, Sharon Priest, Secretary of State of Arkansas, do hereby certify
that

KIPP: DELTA, INC.

has filed in the office of the Secretary of State, a duly certified copy of its
Articles of Association in compliance with the provisions of the law, with their
petition for incorporation under the name or style of

KIPP: DELTA, INC.

they are therefore hereby declared a body politic and corporate, by the name and
style aforesaid, with all the powers, privileges and immunities granted in the law
thereunto appertaining.



In Testimony Whereof, I have hereunto
set my hand and affixed my official Seal.
Done at my office in the City of Little Rock,
this 26th day of October 2001.


Secretary of State

Appendix K: Evidence of Status as Eligible Entity

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

DEPARTMENT OF THE TREASURY

Date: **MAR 06 2002**

KIPP:DELTA, INC
C/O SCOTT SHIREY
12757 COURSEY BLVD APT 2161
BATON ROUGE, LA 70816

Employer Identification Number:
31-1807400
DLN:
17053305035001
Contact Person:
JON M WADDELL ID# 31375
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
August 31
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information 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).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration 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).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

-2-

KIPP:DELTA, INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the 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 Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors 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. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, 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.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The 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 return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

-3-

KIPP:DELTA, INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

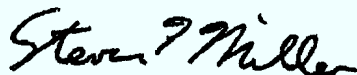
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help 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,



Steven T. Miller
Director, Exempt Organizations

-4-

KIPP:DELTA, INC

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Rev. Proc. 75-50.

Letter 947 (DO/CG)

**Appendix L: Evidence of Parental and Community
Support**

Table of Contents

Letters of Parental Support	Business and Industry Support
1 Doyle Vaughn	Support Signatures
✓2 Glenn Lawrence	40 - 42
3 Kimberly Webb	43 IPSCO
4 Missy Langston	44 Friedman Industries
5 Mike Southern	45 Stracener Brothers
6 Lawrence and Tori Gibbons	46 HARSCO Metals
7 Norma Bell	✓47 Nucor Steel Arkansas
8 Robert Chandler	48 Kinder Morgan
✓9 Tom Wright	49 Lexicon, Inc.
10 Wayne Turney	✓50 Nucor - Yamato Steel
11 Ben Smith	✓51 Aviation Repair Technologies
12 Thomas Cash	✓52 Economic Development (local)
13 Keith Williams	✓53 First National Bank
14 Olawale Adebisi	54 JMS
✓15 Mark and Carla Bivens	✓55 Miss. Co. Community Found.
16 Frankie Cooper	✓56 That Bookstore in Blytheville
17 Carla Sammel	✓57 Southern Bancorp
18 Neal Turner	✓58 Miss. Co. Farm Bureau
19 Sam Commella	✓59 Miss. Co. EOC
20 William Glaser	✓60 Greater Blytheville Chamber
21 Jay and Denise Henderson	
✓22 Sean Najafi	
23 Many Giesbrecht	
24 Michelle B.	
25 Ashley and Janet Tippet	
26 Mark DiGirolamo	
27 Brad Stegall	
28 Rod Wykoff	
29 Robert Byrd	
30 Heather Najafi	
31 Justin Smith	
✓32 Dana Austin	
33 Debbie Dixon	
34 Scott Meredith	
35 Chris C.	
36 Drew Wilcox	
37 Tony Thompson	
38 Hunter McDonald	
39 Julie Enochs	

August 20, 2009

The KIPP Delta School Board

Dear KIPP Delta Board Members and Executive Director:

I am writing to support bringing a KIPP school to the Blytheville area. I have a step daughter currently in the 4th Grade and could be part of this new program. I truly believe that education is a definitive way to improve the future of our children.

I fully support bringing the KIPP School to the Blytheville area. I believe the KIPP School will be able to break down the barriers that prevent these children from achieving a high level of education. I believe the KIPP School will provide the environment where these children could start believing, start hoping and start dreaming of a future and life that is far above their present circumstances.

The Blytheville area needs the KIPP School in our community because it will have a significant positive impact on our present and definitely on our future.

Thank you.

Respectfully,

A handwritten signature in cursive script that reads "Glenn Lawrence".

Glenn Lawrence

1016 Park Lane

Blytheville, AR 72315

Thomas J. Wright, Jr.

1801 Wedgewood Drive
Blytheville, Arkansas 72315
870-762-6862

August 20, 2009

Dear KIPP Delta Board Members:

Having lived in Blytheville on two occasions totaling more than twenty years, I have noticed a lot of changes in the Greater Blytheville area. The Mississippi River Delta is home to some of the most financially depressed and academically distressed communities in the country. Much like in Helena's past, Blytheville has several challenges when it comes to education.

I am a 1987 graduate of the Blytheville High School and currently have two children in the Blytheville Public School System. My wife and I are supporters of the local schools and have spent a considerable amount of time helping out at the schools – not just in our kids' classrooms. While our children are in the early years of their education, we are concerned with their future and the challenges in preparing for the rest of their lives.

I have great interest in seeing the KIPP School come to Blytheville. The KIPP system has proven that with the proper support, children can benefit academically and socially. After visiting the KIPP School in Helena this week, I am convinced that the structure and academic environment is exactly what is needed for Northeast Arkansas. The academic progress of the students from KIPP Delta is remarkable. It is very difficult to dispute your successes when the data shows the effects of your programs. The test scores prove it.

I am also heavily involved in recruiting technical talent to our area for employment. The hardest factor to overcome when recruiting individuals with families is the quality of the local educational system. Prospective employees look at our area and the test scores of the local school districts. The results have not been too good in the past.

There are people in this area that will argue that KIPP will take money from our schools. This is the only argument that has been put forth from the opposition. The money belongs to the students! If the local schools were achieving the desired results, area residents would not be finding loop holes in the system to get their children into schools outside the local districts and the money would stay here.

The KIPP Delta Program would definitely make a huge difference.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tom Wright Jr.', with a stylized flourish at the end.

Thomas J. Wright, Jr.

Dear KIPP Delta Board Members

We are writing to support a KIPP School in Blytheville, AR. We are the parents of a 7 year old daughter who attends Blytheville Public School and a new son that will also attend Public School. Although we support the Blytheville Public School system, we see the KIPP School as providing another opportunity and choice to our children.

There is a deficiency in our current school system that is evidenced by the low test scores. There are parents sending their children to out of state schools and people who work in the Blytheville that choose to live outside of the area. One of the main reasons for these situations is the public school systems.

We believe the KIPP School will provide the structure and focus to ensure our children are ready academically and have the character traits to pursue higher education and skills programs.

Thank you.

Sincerely,


Mark and Carla Bivens

Sean Najaf

3903 N State Hwy 151

Blytheville, Ar. 72315

August 15, 2009

The KIPP Delta School Board

Dear KIPP Delta Board Members and Executive Director,

This letter is to gain overwhelming support of a KIPP School in Blytheville, AR. The more I learn about the KIPP School I believe it is a significant answer to our children that are struggling in school. A large population of our children comes from low-income families and suffers the associated challenges. There is so much evidence in our community of the impact of low education achievement which include: the graduation rate is lower than the state average, the need of remedial courses before taking actual college classes, the lack of a professional and skilled workforce to support our industries, parents sending their children across the state-line to school, and people who work in the community choosing to live outside the Blytheville area and in nearby States.

The fact that KIPP schools are public, tuition-free, and open enrollment and focus on academic achievement and building character makes it a necessity to our community. I believe the KIPP School will be able to do what it takes to produce highly successful students that will be able to take advantage of the free scholarship "Great River Promise" Program at the College. I also see KIPP graduates being able to pursue professional and skills careers provided by local industries.

I welcome the KIPP School to Blytheville.

Thanks you.

Concerned Loving Parent,

Sean Najafi

To Whom It May Concern,

I am a native of Blytheville and operate a mortgage business in Blytheville. I have 2 children (5 and 9). I have a huge concern as a parent and business owner about having an educational alternative for our children and the future of our town.

I have researched the KIPP program for many years hoping that we could have a great program such as KIPP for our children. I think this program could change the future of this town and more importantly our children by giving parents a choice in education. It could instill some hope in the minds of children that have given up on their education and challenge children to heights they never imagined.

If there is anything that I can do to help, please feel free to call me.

 9/14/09
Dana Austin

Mortgage Investors Group

300 N 5th

Blytheville, AR 72315

870-762-0930



Nucor Steel - Arkansas

PO Box 30 Armorel, Arkansas 72310 Telephone (870) 762-2100 Facsimile (870) 762-2108



Letter of Support – Business and Industry



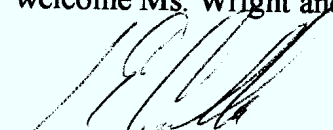
Dear KIPP Delta Board Members and Executive Director:

At Nucor Steel Arkansas, we enthusiastically support the mission of KIPP Delta Public Schools. This is a community that values education and economic development to create and spur the quality of life that should be available to *every single person*. As in most high poverty communities the graduation rate is lower than the state average. According to the 2006 US Census (Quick facts), Mississippi County had a graduation rate of 64.7, vs. the State of Arkansas 75.3. College graduation rate was 11.3 for Mississippi County vs. 16.7 for the State of Arkansas. When students do enroll in college, they are most likely in need of remedial courses, before taking actual college classes. One major reason why a KIPP School is so desirable in the Greater Blytheville area is because we are hopeful that KIPP will bring more college graduates (back) to our community. Currently, the lack of college graduates has a negative impact on industrial recruitment, small business development and local quality of life.

Nucor Steel Arkansas is primarily a steel manufacturing concern. Our organization will be able to assist the KIPP School in raising money to sustain future cost. We would be able to host fundraisers and approach top level company executives about making regular contributions. These actions will ensure the KIPP Mission will be able to carry on throughout good times and bad. It is of utmost importance that future employees of Nucor Steel Arkansas have the knowledge, skills and character traits that would make them a valued productive professional that we, as a business, continue to desire.

“Let us knock down the barriers and say to everyone, black and white, men and women, rich and poor, rural and urban that we have awakened to the possibilities of change and the promises of success.” Governor Mike Beebe, 2007 Inaugural Address. With this mentality KIPP will flourish in Blytheville. There will be opportunity for future graduates to be successful in Mississippi County as professionals. This community has made and will continue to make valiant efforts to put the tools in place, such as new recreational opportunities, business recruitment and addressing the difficulties of the multi-generational poor, to make citizens in this area have an affordable, rich quality of life. This community is striving to make the American Dream come true, to those who are willing to work for it.

We are excited to obtain a KIPP School in the Greater Blytheville Area and we will be sure to welcome Ms. Wright and her staff with the very best Southern Hospitality.


Samuel E. Commella Jr.
Vice President / General Manager
Nucor Steel Arkansas



PO Box 1228 Blytheville, AR 72315

Dear KIPP Delta Board Members and Executive Director:

Nucor-Yamato Steel will enthusiastically support the mission of KIPP Delta Public Schools. This is a community that values education and economic development to create and spur the quality of life that should be available to *every single person*. As in most high poverty communities the graduation rate is lower than the state average. According to the 2006 US Census (Quick facts), Mississippi County had a graduation rate of 64.7, vs. the State of Arkansas 75.3. College graduation rate was 11.3 for Mississippi County vs. 16.7 for the State of Arkansas. When students do enroll in college, they are most likely in need of remedial courses, before taking actual college classes. One major reason why a KIPP School is so desirable in the Greater Blytheville area is because we are hopeful that KIPP will bring more college graduates (back) to our community. Currently, the lack of college graduates has a negative impact on industrial recruitment, small business development and local quality of life.

Nucor-Yamato Steel is primarily a steel producing business. Our organization will be able to provide direct financial support and assist the KIPP School in raising money to sustain future cost. These actions will ensure the KIPP Mission will be able to carry on throughout good times and bad. It is of utmost importance that future employees of Nucor-Yamato Steel have the knowledge, skills and character traits that would make them a valued productive professional that we, as a business, continue to desire.

"Let us knock down the barriers and say to everyone, black and white, men and women, rich and poor, rural and urban that we have awakened to the possibilities of change and the promises of success." Governor Mike Beebe, 2007 Inaugural Address. With this mentality KIPP will flourish in Blytheville. There will be opportunity for future graduates to be successful in Mississippi County as professionals. This community has made and will continue to make valiant efforts to put the tools in place, such as new recreational opportunities, business recruitment and addressing the difficulties of the multi-generational poor, to make citizens in this area have an affordable, rich quality of life. This community is striving to make the American Dream come true, to those who are willing to work for it.

We are excited to obtain a KIPP School in the Greater Blytheville Area and we will be sure to welcome Ms. Wright and her staff with the very best Southern Hospitality.

Doug Jellison

A handwritten signature in black ink, appearing to read "Doug".

Vice President and General Manager
Nucor-Yamato Steel



Mr. Chalk Mitchell, President

Mr. Scott Shirey, Executive Director

KIPP Delta Public Schools

415 Ohio Street

Helena, Arkansas 72342

Dear KIPP Delta Board Members and Executive Director:

At Aviation Repair Technologies LLC (ART), we enthusiastically support the mission of KIPP Delta Public Schools. A clear example of our commitment is evidenced by the fact that we recently made an unrestricted donation of \$10,000 to you. We believe that improved public education is critical to economic development and better quality of life.

Typical of communities with higher rates of poverty, Blytheville has a high school graduation rate that is lower than the state average. College graduation rates for Mississippi County are also significantly below the state and national average. When local students do enroll in college, they most likely need remediation before taking college-level courses.

ART has made a significant investment in Mississippi County and our intention is to continue to invest and bring better career opportunity to the area. We believe that a local KIPP Delta Public School will significantly enhance educational outcomes and our company's potential for sustained success.

ART is nationally invested in the aviation industry with operations all over the Country. ART and its subsidiary Turbine Support International LLC (TSI) operate at the Arkansas Aeroplex in Blytheville and are committed to the betterment of the community. TSI is part of a partnership with AirFrance Industries and KLM, which operate globally. Our organization is one of several who will offer significant assistance to KIPP in on-going fundraising efforts should you choose to locate in this area.

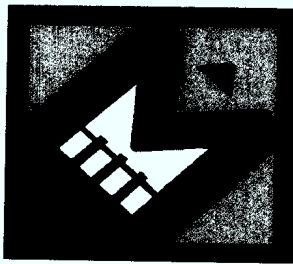
We are very excited about the potential. We know KIPP will flourish in Blytheville, a resilient dedicated community striving to make the American Dream a reality for those who are... willing to work hard...and be nice. We wholeheartedly welcome Ms. Wright and her staff with the very best in hospitality.

Sincerely,

A handwritten signature in black ink, appearing to read "Ben Quevedo".

Ben Quevedo

Chairman



Mississippi County

A R K A N S A S

Our Greatest Industry Is Hard Work

MISSISSIPPI COUNTY ECONOMIC DEVELOPMENT

P.O. Box 166 or 4701 Memorial Dr.

Blytheville, AR 72316

Ph. (870) 532-6084

clifchitwood@yahoo.com

www.misscoeda.com

Dear KIPP Delta Board Members and Executive Director:

As Mississippi County Economic Development we enthusiastically support the mission of KIPP Delta Public Schools. This is a community that values education and economic development to create and spur the quality of life that should be available to *every single person*. One major reason why a KIPP School is so desirable in the Greater Blytheville area is because we are hopeful that KIPP will bring more college graduates (back) to our community. Currently, the lack of college graduates has a negative impact on industrial recruitment, small business development and local quality of life.

Our Economic Development Foundation will be able to help KIPP in a number of ways. I have personally raised millions of dollars for various causes in Northwest Arkansas, while working with the University of Arkansas. I will give my best efforts to the KIPP School in fundraising. The Project Coordinator, Tamika Jenkins has plenty of experience with ground work, organizational skills and will be an invaluable asset to the KIPP School if they should choose to locate to Blytheville. Although we are not able to make a financial commitment, our time will be an invaluable tool that the KIPP School can use when needed.

"Let us knock down the barriers and say to everyone, black and white, men and women, rich and poor, rural and urban that we have awakened to the possibilities of change and the promises of success." Governor Mike Beebe, 2007 Inaugural Address. With this mentality KIPP will flourish in Blytheville. There will be opportunity for future graduates to be successful in Mississippi County as professionals. This community has made and will continue to make valiant efforts to put the tools in place, such as new recreational opportunities, business recruitment and addressing the difficulties of the multi-generational poor, to make citizens in this area have an affordable, rich quality of life. This community is striving to make the American Dream come true, to those who are willing to work for it.

We are excited to obtain a KIPP School in the Greater Blytheville Area and we will be sure to welcome Ms. Wright and her staff with the very best Southern Hospitality.

Clifton M. Chitwood

President

Great River Economic Development Foundation



First National Bank

BLYTHEVILLE • GOSNELL • MANILA

August 13, 2009

Dear KIPP Delta Board Members and Executive Director:

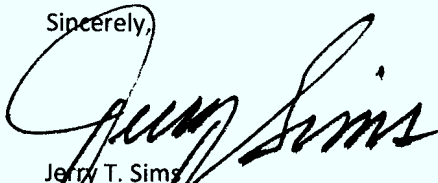
As First National Bank, we enthusiastically support the mission of KIPP Delta Public Schools. This is a community that values education and economic development to create and spur the quality of life that should be available to *every single person*. As in most high poverty communities the graduation rate is lower than the state average. According to the 2006 US Census, Mississippi County had a graduation rate of 64.7, vs. the State of Arkansas 75.3. College graduation rate was 11.3 for Mississippi County vs. 16.7 for the State of Arkansas. When students do enroll in college, they are most likely in need of remedial courses, before taking actual college classes. One major reason why a KIPP School is so desirable in the Greater Blytheville Area is because we are hopeful that KIPP will bring more college graduates back to our community. Currently, the lack of college graduates has a negative impact on industrial recruitment, small business development and local quality of life.

First National Bank is primarily a commercial Bank. Our organization will be able to assist the KIPP School in raising money to sustain future cost. We would be able to host fundraisers and approach top level executives about making a regular contribution. These actions will ensure the KIPP Mission will be able to carry on throughout good times and bad. It is of utmost importance that future employees of First National Bank have the knowledge, skills and character traits that would make them a valued productive professional that we, as a business, continue to desire.

"Let us knock down the barriers and say to everyone, black and white, men and women, rich and poor, rural and urban that we have awakened to the possibilities of change and the promise of success." Governor Mike Beebe, 2007 Inaugural Address. With this mentality KIPP will flourish in Blytheville. There will be opportunity for future graduates to be successful in Mississippi County as professionals. This community has made and will continue to make valiant efforts to put the tools in place, such as new recreational opportunities, business recruitment and addressing the difficulties of the multi-generational poor, to make citizens in this area have an affordable, rich quality of life. This community is striving to make the American Dream come true, to those who are willing to work for it.

We are excited to obtain a KIPP School in the Greater Blytheville Area and we will be sure to welcome Ms. Wright and her staff with the very best Southern Hospitality.

Sincerely,



Jerry T. Sims
CEO/Chairman

PO Box 809 • Blytheville, AR 72316-0809 • (870) 763-4443

www.fnbblytheville.com



August 17, 2009

Scott Shirey
KIPP Delta Public Schools
415 Ohio Street
Helena-West Helena, AR 72342

Dear Mr. Shirey:

On behalf of the Mississippi County affiliate of the Arkansas Community Foundation, thank you for considering Blytheville as a potential location for your next KIPP Delta Public School. Our organization is fully supportive of innovative education.

Mississippi County Community Foundation provides grants in a variety of fields. In recent years, however, no field has received a greater percentage of our funding than children's programs. Our board is very sensitive to the tremendous need of children this delta region, and to the large number of children *in need*. The cycle of poverty can only change through education.

Thank you for your work and dedication.

Sincerely,

Elizabeth H. Smith

Elizabeth H. Smith
Chair

THAT BOOKSTORE IN BLYTHEVILLE

316 West Main Blytheville, AR 72315

870-7633333 800-844-8306

www.tbib.com tbib@sbcglobal.net


Dear KIPP Delta Board Members and Executive Director:

That Bookstore in Blytheville enthusiastically supports the mission of KIPP Delta Public Schools. This is a community that values education and economic development to create and spur the quality of life that should be available to *every single person*. As in most high poverty communities the graduation rate is lower than the state average. According to the 2006 US Census (Quick facts), Mississippi County had a graduation rate of 64.7, vs. the State of Arkansas 75.3. College graduation rate was 11.3 for Mississippi County vs. 16.7 for the State of Arkansas. When students do enroll in college, they are most likely in need of remedial courses, before taking actual college classes. One major reason why a KIPP School is so desirable in the Greater Blytheville area is because we are hopeful that KIPP will bring more college graduates (back) to our community. Currently, the lack of college graduates has a negative impact on industrial recruitment, small business development and local quality of life.

That Bookstore in Blytheville is also in the knowledge business. Our organization will be able to assist the KIPP School in numerous ways. We host field trips, bring authors to town and schools, and assist in book fairs for your classrooms and libraries. A more informed student population is important for the long term viability of this business. We will also help financially as we are able.

“Let us knock down the barriers and say to everyone, black and white, men and women, rich and poor, rural and urban that we have awakened to the possibilities of change and the promises of success.” Governor Mike Beebe, 2007 Inaugural Address. With this mentality KIPP will flourish in Blytheville. There will be opportunity for future graduates to be successful in Mississippi County as professionals. This community has made and will continue to make valiant efforts to put the tools in place, such as new recreational opportunities, business recruitment and addressing the difficulties of the multi-generational poor, to make citizens in this area have an affordable, rich quality of life. This community is striving to make the American Dream come true, to those who are willing to work for it.

We are excited to obtain a KIPP School in the Greater Blytheville Area and we will be sure to welcome Ms. Wright and her staff with the very best Southern Hospitality.

Mary Gay Shipley

President
That Bookstore in Blytheville



Building communities. Changing lives.

August 11, 2009

To Whom It May Concern:

I am writing to express Southern Bancorp's enthusiastic support for the initiative to establish a KIPP school in Blytheville, Arkansas. During the course of Southern's community development work in Phillips County, Arkansas, I have come to appreciate the tremendous potential of a KIPP school not only to achieve phenomenal educational outcomes with high-risk students, but also to serve as a cornerstone for comprehensive community revitalization by generating renewed excitement, engagement, and hope among students, parents, and other members of the community. As Southern expands into Mississippi County and begins a long-term community development project in the Blytheville area, I can think of no better investment in the future of the community than to launch a KIPP school.

Mississippi County shares many of the challenges that face Phillips County, including struggling education systems, high poverty rates, and population decline. A Blytheville KIPP school would address many of the county's challenges, by increasing educational attainment for its students, encouraging improvements in the traditional public schools, promoting economic development by producing a better-educated workforce, and promoting overall community vitality by educating a new generation of leaders. The KIPP school is already showing its potential to promote community development, as seen in the strong partnership of local organizations, leaders, and parents that have come together to prepare this application. Because of our confidence in the KIPP model, Southern is also prepared to support the Blytheville KIPP school through grants, loans, and technical assistance.

I encourage you to strongly consider Blytheville's application for a KIPP school. Please contact me if you have any questions.

Sincerely,


Phil Baldwin
President and CEO



Mississippi County Farm Bureau

**Justin Wildy**

President

3080 N. Co. Rd. 69
Manila, AR 72442

Benton Felts

1st Vice-President

6007 S. Co. Rd. 245
Joiner, AR 72350

Heath Adkisson

2nd Vice-President

109 Amherst St.
Blytheville, AR 72315

Jeff Lammers

Secretary

2392 N.St. Hwy 181
Manila, AR 72442

Bill Jackson

Treasurer

809 E. Promised Land Rd.
Blytheville, AR 72315

e Sullivan

Treasurer

P.O. Box 118
Burdette, AR 72321

Nathan Sanders

Financial Officer

4857 N. Co. Rd. 87
Leachville, AR 72438

Joe Musick

Past President

6183 S. Co. Rd. 245
Joiner, AR 72350

Randy Veach

Vice President, ARFB

2129 W. Co. Rd. 442
Manila, AR 72442

Agency Managers**Mike Catlett**

Blytheville, AR 72316

Harry Wooten

Osceola, AR 72370

Federation Manager**Mark Bryles**

eville - Osceola

P.O. Box 366
Blytheville, AR 72316
Phone (870) 763-7822
Fax (870) 763-6235

P.O. Box 1254
Manila, AR 72442
Phone (870) 561-3601
Fax (870) 561-3621

P.O. Box 406
Osceola, AR 72370
Phone (870) 563-6561
Fax (870) 563-6303

August 20, 2009

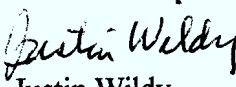
Mr. Chalk Mitchell, President
Mr. Scott Shirey, Executive Director
KIPP - Delta Public School
415 Ohio Street
Helena - West Helena, AR 72342

Dear Executive Director and Board of Directors:

The Local Affairs committee and the Executive Board of the Mississippi County Farm Bureau are very pleased to support the KIPP initiative in the Blytheville area. The resolution by the above reads "KIPP School - The Knowledge is Power Program (KIPP) is a charter school system that serves 20,000 students in 82 schools in 19 states. Three are in Helena - West Helena. KIPP students have excelled in the AR Benchmark Math Exam. Blytheville area is under consideration for such a school in the 2010-11 year. Farm Bureau endorses and supports this effort."

This resolution is expected to be adopted at our annual meeting Tuesday, September 1, 2009.

Sincerely,


Justin Wildy,
President

**MISSISSIPPI COUNTY, ARKANSAS
ECONOMIC OPPORTUNITY COMMISSION, INC.**

1400 N. Division Street- P. O. Drawer 1289-Blytheville, Arkansas 72316-1289
Telephone: (870) 776-1054 Fax: (870) 776-1567 or 776-1875

SAMUEL SCRUGGS
Executive Director

August 18, 2009

Dear KIPP Delta Board of Directors, Members
and Executive Director:

Mississippi County Arkansas EOC, Inc., strongly supports the mission of KIPP Delta Public School. We are a community that values education, community development and economic development to create and enhance the quality of life that should be available to every Delta resident. As in most high poverty communities, the graduation rate is lower than the state average. According to the US Census (Quick Facts) Mississippi County had a graduation rate of 64.7% vs. the State of Arkansas average of 75.3%, college graduation rate of Mississippi County 11.3% for Mississippi County vs. 16.7% for the State of Arkansas.

When a large percentage of our students enroll in college, they mostly likely need remedial courses, before taking actual college classes. One major reason why a KIPP School is desirable for the Greater Blytheville areas is, because we are very hopeful that KIPP will bring more college graduates back to our community. Currently, the lack of college graduates returning to our community is having a negative impact on industrial recruitment, small business development, and local quality of life issues.

Mississippi County Arkansas EOC, Inc., (EOC) is a non-profit 501 (c) (3) agency. Our agency will to assist the KIPP School in gaining support via helping the community to understand how important a KIPP School would be to the Greater Blytheville area by hosting meetings and providing meeting space. We will also assist with fundraising through our donor support system. These actions will ensure that people would be knowledgeable of the KIPP Mission, and the positive results that KIPP has on students and the community.

As Governor Mike Beebe stated in his 2007 Inaugural Address "Let us knock down the barriers and say to everyone black or white, men and women, rich and poor, rural and urban that we have awakened to the possibilities of change and the promise of success." If we believe in this statement, then a KIPP school should do well in the Greater Blytheville area.



KIPP Delta Board of Directors

Page 2

August 18, 2009

Our community has made and will continue to make efforts, and put tools in place such as, new recreational opportunities, business recruitment, affordable housing, expand pre-k education, and addressing the difficulties of the multi-generational poor, to make area residents have a rich quality of life.

We look forward to working with the KIPP School of the Greater Blytheville area, Ms. Wright, KIPP Blytheville Director, and her staff in the development of this project.

Sincerely,


Sam Scruggs

SS/vtd



GREATER BLYTHEVILLE AREA CHAMBER OF COMMERCE

Pride, Progress and Possibilities

August 20, 2009

Scott Shirey
KIPP Delta Public Schools
415 Ohio Street
Helena-West Helena, AR 72342

Dear Mr. Shirey:

The Greater Blytheville Area Chamber of Commerce, with just over 350 businesses and industries as its membership base, is proud to support the Blytheville application to bring KIPP Delta to our area. We urge you to choose our community for your first KIPP Delta College Preparatory School expansion project.

Our community has not accepted a natural fate, but has chosen instead to raise money (taxes and contributions), take risks and work aggressively to rebuild the economy and quality of life in the Arkansas delta. We have become a model throughout the state for our industrial development program, which the people of Mississippi County taxed themselves to produce. We have accessed support from major non-profit organizations, most notably Rockefeller, Kellogg and Walton, to help us attack the vicious cycle of poverty that exists here. Our Chamber of Commerce and community college have worked together to develop a special college scholarship program that makes higher education a financial possibility: we have acquired some \$1,000,000 to fund it. The Chamber also has funneled nearly \$200,000 into downtown redevelopment in the last three years. Leaders in our Chamber—and in our entire network of community development organizations—are committed. We work harder than any community you might meet to overcome obstacles and solve problems, and we work together.

This is the commitment we bring to KIPP. If you select Blytheville as your next new home, you will select a community that will support the new director, support and promote the value of the program, and provide you great visibility as part of a city intent upon succeeding.

Thank you for your consideration and our compliments are extended to you for the superb work you do and for your tremendous accomplishments in Helena-West Helena.

Sincerely,

Becky Hawkins

Becky Hawkins
President

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Chief Operating Officer of the charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this petition has been or is being sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for which school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated 6-23-101 et seq, as determined by the Commissioner of the Department of Education.
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public chart school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school

including but not limited to removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of Chief Operating Officer of the School

Date: 8/30/09

Scott Shirey

Print or type name

LEASE AGREEMENT

This Agreement, made this 28th day of August, 2009, between Day, Inc., whose address is 5201 Village Avenue, Blytheville, Arkansas 72315, (the Lessor) and KIPP Delta, Inc., whose address is 415 Ohio Street, Helena-West Helena, Arkansas, (the Lessee) Witnesseth:

1. **Leased Premises** . For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in the Chickasawba District, Mississippi County, Arkansas:

A commercial building and lot containing 42,600 square feet formerly known as the Montgomery Ward Store, Blytheville, Arkansas, less that portion that was known as Ward's Auto Tire and Garden Center and (located at 630 West Moultrie)Blytheville, Arkansas.

To. have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. **Term**. This lease shall commence on the 1st day of May, 2010, and shall extend far a term of five (5) years, ending at midnight on the 30th day of April, 2015. The lease may become effective prior to May 1st, 2010, if mutually agreed to by the Lessor and Lessee.

3. **Rent**. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$ 85,200 per year payable in twelve (12) equal monthly installments of \$7,100.00 each, to be paid in advance on the first day of May and on the first day of each and every month thereafter during the term of this lease.

4. **Signs**. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises. Lessee shall remove all such signs at the termination of this lease. Such installation and removal shall be made in such manner as to avoid injury or defacement of the improvements.

5. **Lessor's Repairs**. Lessor shall maintain the exterior walls, doors and roof of the structure upon the leased premises in a reasonable state of repair as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use more than fifty (50%)of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. **Lessee's Repairs**. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, window and door glass and sprinkler system, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return

the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. **Taxes.** Lessor shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease.

8. **Use.** Lessee agrees to use the leased premises for the purpose of operating KIPP School and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. **Payment of Rent and Notices.** The rent payable hereunder shall be paid to Lessor at 5201 Village Avenue, Blytheville, Arkansas.. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at 415 Ohio Street, Helena-West Helena, Arkansas. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. **Assignment.** Lessee shall not assign this or lease sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. **Lessee's Default.** If Lessee shall be in default as to the payment of rent for a period of fifteen (15) days, or as to any other covenant herein provided for more than fifteen (15) days after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within thirty (30) days after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event it will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. **Non-Waiver.** It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. **Casualty.** If at any time the leased premises or the building which forms the principal component of the leased premises, should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, or the building which forms the principal component part of the leased premises, then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, or the building which forms the principal component part of the leased premises, then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

14. **Insurance on Improvements.** Lessee shall maintain, at Lessee's expense, fire, hazard and extended coverage insurance, including plate glass insurance, in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to Lessor prior to the inception of this lease. Lessee shall reimburse Lessor for the premiums paid for such insurance upon receipt of notice of the amount due, if Lessor is required to pay such premiums.

15. **Insurance on Lessee's Property.** Lessee shall be solely responsible for maintaining insurance on its property, including but not limited to movables, furniture and furnishings.

16. **Liability Insurance.** Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than One Million Dollars (\$1,000,000) per person, Two Million Dollars (\$2,000,000) per accident, and Three Hundred Thousand (\$300,000) for property damage. The policy representing such insurance shall name Lessor, its successor or assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, its successors or assigns, ten (10) days' written notice., and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease. Lessee agrees to defend, indemnify and hold harmless the Lessor against any claims, expenses, loss or liability as a result of any breach by Lessee, Lessee's agents, employees or visitors of any covenant or condition of this lease or as a result of Lessee's use or occupancy of the lease premises or as a result of the carelessness, negligence or improper conduct of the lessee, its agents, employees or visitors. This policy representing public liability insurance of the Lessee shall name both the Lessor and the Lessee as insureds. Lessor agrees that it will maintain any and all comprehensive insurance necessary at its expense to insure the building and premises.

17. **Common Areas.** The parking area for Lessee's employees, students or invitees will be on the West side of the building. The main entrance to the building will be on the West side. The emergency exits will be on the West and South sides of the building. The parking area will also be available for Lessor and other tenants of Lessor.

18. **Cancellation.** Lessor and Lessee agree that subsequent to the date of this lease and prior to May 1st, 2010, either Lessor or Lessee may cancel this lease by giving thirty (30) days notice in writing to the other party.

19. **Compliance with Laws.** Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's school, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common

areas required by such authority.

20. **Trash.** All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee approved by the Public Works Department.

21. **Title and Quiet Enjoyment.** Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through, or under Lessor, subject to the terms and conditions of this lease.

22. **Succession.** This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective successors, administrators and assigns.

23. **Waste.** Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property. Lessee further agrees that it will not permit any unlawful, improper or offensive use of the premises or any use or occupancy thereof in violation of any laws, ordinances, rules or regulations of any governmental authority having jurisdiction over the leased premises.

24. **Assets.** Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

25. **State Immunity.** Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

26. **Use of State Funds.** Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 7 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 7 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

27. **State Approval.** Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement along with attached budget and expenditure report setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement

without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

28. **Health, Safety, Facility and Zoning Codes.** The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

29. **Severability.** Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

30. **Interpretation.** This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

31. **Entire Agreement.** This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

32. **Notice.** All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other);

LESSOR: Day, Inc.
Mason Day-President
5201 Village Avenue
Blytheville, AR. 72315

LESSEE: KIPP Delta, Inc.
Scott Shirey-Executive Director
415 Ohio Street
Helena-W. Helena, AR. 72342

33. **Indemnification.** Lessee agrees to indemnify Lessor against and save Lessor harmless from all demands, causes of action or Judgments and all reasonable expenses incurred in investigating or resisting the same for injury to person, loss of life or damage to property occurring on the leased premises and arising out of Lessee's use and occupancy, except if caused by the act or neglect of the Lessor, its agents, employees, or occurring on the common areas, if caused by the act or negligent of Lessee, its agents or employees. Lessor agrees to indemnify Lessee against and save Lessee harmless from all demands, causes of action or Judgments and all reasonable expenses incurred in investigating or resisting the same for injury to person, loss of life or damage to property occurring on the common areas, except if caused by the act or neglect of Lessees, its agents, employees or students occurring on the leased premises, if caused by the act or neglect of Lessor, its agents or employees or occurring anywhere within the shopping center prior to the commencement of this term. The parties shall maintain insurance covering their obligations under this paragraph in respect of injury to person and loss of life.

34. **Amendment**. This Lease may not be altered, changed or amended except by an instrument in writing signed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this 28th day of August, 2009.

DAY, INC. – LESSOR


BY: Mason Day - President

KIPP DELTA, INC. - LESSEE


BY: Scott Shirey-Executive Director

Application Cycle 2010

ADE Evaluation

KIPP Byltheville College Preparatory School



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

September 28, 2009

Scott Shirey
KIPP Delta, Inc
115 Ohio St
Helena, AR 72342

Dear Applicant:

Recently you received a letter dated September 25, 2009, from the Arkansas Department of Education, Charter School Office, that was sent with your completed review of your Charter application. The letter stated written responses should be returned "**no later than 4:00 p.m., Friday, October 28, 2009**". That date is incorrect.

The correct date for written responses is **no later than 4:00 p.m., Friday, October 23, 2009**. Responses received later than 4:00 p.m. on Friday, October 23, 2009, will not be accepted. Please allow for adequate mailing time and delivery.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Responses should be sent to the following address:

Mary Ann D. Brown, Ed.D
Charter School Office
Four Capital Mall, Room 105-C
Little Rock, AR 72201

We are sorry for any inconvenience this may have caused your office. Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D
Charter School Program Director

MAB/jf

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

September 25, 2009

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

Scott Shirey
KIPP Delta, Inc
115 Ohio St
Helena, AR 72342

Dear Applicant:

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per 9.01 of the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.


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 4:00 p.m., Friday October 28, 2009.**

Responses should be sent to the following address:

Dr. Mary Ann D. Brown
Charter School Office
Four Capital Mall, Room 105-C
Little Rock, AR 72201

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

Thank you,

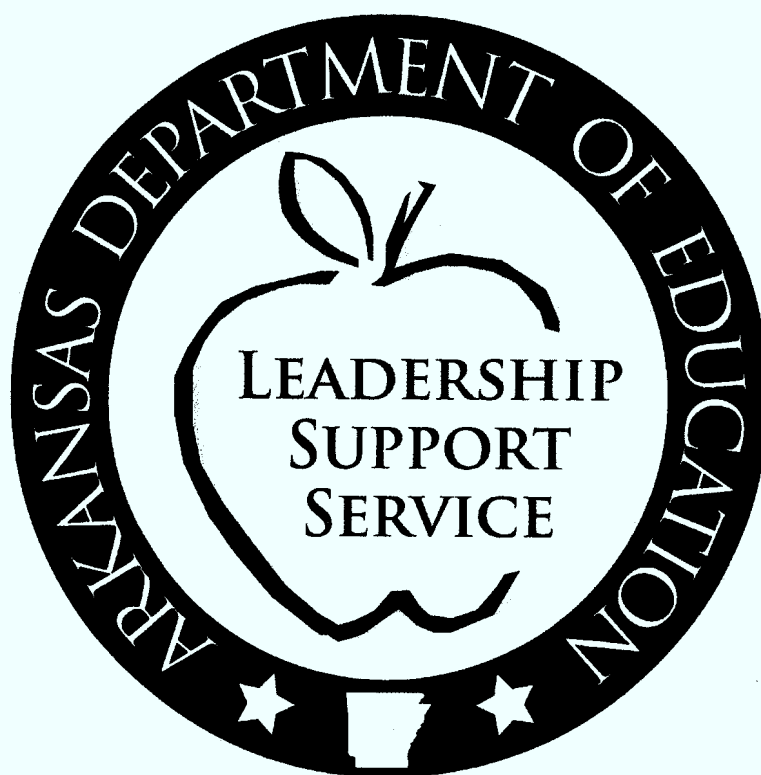

Mary Ann D. Brown, Ed.D.
Charter School Program Director

Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

2009-2010
Public Charter School
Application Evaluation Report

KIPP Blytheville
College Preparatory School



Provided by:
Arkansas Department of Education
Charter School Office

Application Evaluation Report

KIPP Blytheville College Preparatory School

Charter School Application Evaluation Instrument.....	1
Eligible entity Status.....	2
Pre-Application Materials.....	2
Standards 1 and 2: Public Hearing Results.....	3
Standard 3: Governing Structure.....	3
Standard 4: Mission Statement.....	4
Standard 5: Educational Need.....	4
Standard 6: Educational Program.....	5
Standard 7: Academic Achievement Goals.....	5
Standard 8: Curriculum Development and Alignment.....	6
Standard 9: Geographical Service Area.....	6
Standard 10: Annual Progress Reports.....	7
Standard 11: Enrollment Criteria and Procedures.....	7
Standard 12: Staffing Plan.....	8
Standard 13: Business and Budgeting Plan.....	8
Standard 14: Financial and Programmatic Audit Plan.....	9
Standard 15: Arkansas Public School Computer Networking Assurances.....	9
Standard 16: Facilities.....	10
Standard 17: Student Services.....	11
Standard 18: Student Services (Food).....	11
Standard 19: Parental Involvement.....	12
Standard 20: Waivers.....	13
Standard 21: Desegregation Assurances.....	14
Attachment 1: Charter School Operations and Maintenance Compliance Report (Site 1)	
Attachment 2: Charter School Operations and Maintenance Compliance Report (Site 2)	



ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: KIPP Blytheville College Preparatory School

Eligible entity status:

- ☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☒ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application for Non-Sectarian Organization Exempt from Taxes
Approved – Please see Certificate of Incorporation of Domestic Non-Profit Corporation and Letter from Internal Revenue Service dated of March 6, 2002 (Appendix K).

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Letter of Intent was submitted within the deadline.	
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Page 4, Appendixes C - E
Concerns and Additional Questions	Reference

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application shows a deep understanding of involving their community.	Pages 5-8
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Mission is meaningful and manageable.	Page 8
Concerns and Additional Questions	Reference
How will the stated goals be measured?	Page 8

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 9-11
Concerns and Additional Questions	Reference

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Program is very well described. Application exceeds in several sections of its program in light of the population they plan to serve.	Pages 11-12, Appendix G
Concerns and Additional Questions	Reference
Please clarify if 7 th and 8 th grade courses cited will be taught utilizing the high school curriculum frameworks for high school course credit.	Page 11

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Page 13
Concerns and Additional Questions	Reference

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 14-15
Concerns and Additional Questions	Reference

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 16-17
Concerns and Additional Questions	Reference

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Page 17
Concerns and Additional Questions	Reference
Applicant must clarify the intention to also publish the annual report on its school website.	Page 17

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 18-19
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Application meets the standard criteria.		Pages 20-23, Appendix J
Concerns and Additional Questions		Reference
Application lacks job description for operations director and board members.		

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
The school will involve multiple individuals in all financial transactions providing segregation of duties. The school will hire a finance director. The budget will be approved by the Board prior to implementation. The application presents a balanced budget reflecting projected revenue and expenditures. The proposed budgeted expenditures are within the scope of the anticipated revenue.		Page 24
Concerns and Additional Questions		Reference
The application references "KIPP Delta Board approved Fiscal Policies". . .but no documentation is included.		Page 24, Appendix I

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Annual audit will be conducted by an independent auditing firm.	Page 24
Concerns and Additional Questions	Reference

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
The application assures that the school will participate in the Arkansas Public School Computer Network (APSCN) as required.	Page 24
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Please provide additional information regarding accommodations for special needs, classroom size, and altering facilities. More detailed response to each element of the criteria is also needed.		Page 25-26, Appendix N
Legal Review		
1. Any facilities used by the Applicant 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. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed facilities as well as compliance with health, safety, building and zoning laws.		
2. A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the Application is taken.		
Charter School Site Visit Report Provided by the Division of Public School Academic Facilities and Transportation – Please see attachments 1 and 2.		

STANDARD 17 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Media Center - Please clarify as to the partnership that has been established between the local library and the school. Alternative Education - Please provide a more detailed educational plan that addresses limited English language proficiency students.	Page 27

STANDARD 18 OF APPLICATION: STUDENT SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application should provide a more detailed plan that addresses food services for all children. In seeking to contract with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance.	Page 27

STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Page 28
Concerns and Additional Questions	Reference
Please be aware that you should consider addressing Act 397 of 2009 and federal parental involvement requirements.	

STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	
Concerns and Additional Questions	Reference
Legal Review	
<p>a.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-902, Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools, the Department's Rules Governing Highly Qualified Teachers, and the Department's Rules Governing Teacher Licensure:</p> <ul style="list-style-type: none">• 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 Rules 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 and central registry checks.	
<p>b.) Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"): Under Ark. Code Ann. § 6-17-919, the only requirement which would be waived is the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher.</p>	
<p>c.) Ark. Code Ann. § 6-15-902 and ADE Rules Governing Uniform Grading Scale: The applicant wishes to use the grading scales 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</p>	

STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets standard criteria.	Page 31
Concerns and Additional Questions	Reference
For complete information, please see forthcoming Desegregation Memos from the Arkansas Department of Education -General Counsel Office.	

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School KIPP- Blytheville Date 9/16/2009

Address 637 West Moultrie Drive, Blytheville, AR Phone _____

Director _____ E-Mail _____

School Contact (Name/Position) Scott Shirey Phone _____

Facility is: _____ Proposed ☒ Existing _____ New Construction

Required Inspections and Staff Training

1. Maintenance Procedures Manual _____
2. Training Manual _____
3. Fire Extinguishers Serviced Annually _____
4. Fire Extinguishers Inspected Monthly _____
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall _____
6. Fire Alarm System tested/inspected annually _____
7. Fire Drills Performed Monthly _____
8. Natural Gas Distribution System Inspected Annually _____
9. RPZ Valves Inspected Annually _____
10. Asbestos Surveillance up to Date _____
11. MSDS Sheets up to Date and Accessible _____
12. Hot Water Boiler/Heater _____

Action Items (Follow-Up Required)

1. _____
2. _____
3. _____
4. _____

Specific Building Information1. Building Name and LEA # _____ 2. Grade Configuration 5-83. Facility Built Date (including additions): Unknown 4. Walk-thru of facility conducted: YES

5. Items Checked:

<input checked="" type="checkbox"/> HVAC System	<input type="checkbox"/> Roofs
<input type="checkbox"/> Exit Lights	<input type="checkbox"/> Plumbing/ ADA Compliance
<input type="checkbox"/> Hot Water Boilers & Heaters	<input type="checkbox"/> Electrical System
<input type="checkbox"/> Doors/Windows	<input type="checkbox"/> Interior / Exterior Lighting
<input type="checkbox"/> Emergency Lighting	<input checked="" type="checkbox"/> Floor Coverings
<input type="checkbox"/> Grounds Maintenance	<input type="checkbox"/> Fire Extinguishers
<input type="checkbox"/> Kitchen Equipment	<input checked="" type="checkbox"/> Fire Alarm
<input type="checkbox"/> Playground Equip.	<input type="checkbox"/> Stairwells
<input checked="" type="checkbox"/> Fire Sprinkler Systems	<input type="checkbox"/> Athletic Field Maintenance
<input type="checkbox"/> Elevators & Wheelchair Lifts	<input type="checkbox"/> Kitchen Hood Vent Suppression System
<input type="checkbox"/> Interior / Exterior Finishes	<input checked="" type="checkbox"/> Masonry & Concrete Building Exteriors
<input type="checkbox"/> Sidewalks, Driveways, Parking Areas, & Pave	
<input checked="" type="checkbox"/> Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas	
<input checked="" type="checkbox"/> Food Service	(To be catered)

6. Building Comments: This structure is an empty shell of a former department store. The buildingdoes have a fire sprinkler system. The floor coverings appear to be asbestos tiles. There were no
visible roof leaks (it was raining on the day of the visit).

7. Custodial (include equipment and storage):

<input type="checkbox"/> Storage Closets	<input type="checkbox"/> Restrooms
<input type="checkbox"/> Hallways/Classrooms/Offices	<input type="checkbox"/> Gymnasiums/Locker Rooms

Custodial Comments: _____

Summary of the General Condition of the Facility: Appears to be in very good condition

Action Items (Follow-up required):

1. Asbestos environmental report
2. Permits and inspections by the City of Blytheville
3. Certificate of Occupancy from the City of Blytheville
4. _____
5. _____

(Add additional pages, if necessary).

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative: _____ Position: _____

Comments _____

Distribution: Charter School Office DPSAFT Project File

KIPP Blytheville

Attachment 1



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School KIPP - Blytheville Charter School Date 9/16/2009

Address Old Franklin Primary School Phone _____

Director _____ E-Mail _____

School Contact (Name/Position) Scott Shirey Phone _____

Facility is: _____ Proposed X Existing _____ New Construction

Required Inspections and Staff Training

1. Maintenance Procedures Manual _____
2. Training Manual _____
3. Fire Extinguishers Serviced Annually _____
4. Fire Extinguishers Inspected Monthly _____
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall _____
6. Fire Alarm System tested/inspected annually _____
7. Fire Drills Performed Monthly _____
8. Natural Gas Distribution System Inspected Annually _____
9. RPZ Valves Inspected Annually _____
10. Asbestos Surveillance up to Date _____
11. MSDS Sheets up to Date and Accessible _____
12. Hot Water Boiler/Heater _____

Action Items (Follow-Up Required)

1. Need a copy of a certified asbestos inspection report
2. Building needs a fire alarm installed
3. _____
4. _____

Specific Building Information

1. Building Name and LEA # _____ 2. Grade Configuration _____

3. Facility Built Date (including additions): Unknown 4. Walk-thru of facility conducted: YES

5. Items Checked:

- | | |
|---|--|
| <input checked="" type="checkbox"/> HVAC System | <input type="checkbox"/> Roofs |
| <input checked="" type="checkbox"/> Exit Lights | <input checked="" type="checkbox"/> Plumbing/ ADA Compliance |
| <input checked="" type="checkbox"/> Hot Water Boilers & Heaters | <input type="checkbox"/> Electrical System |
| <input type="checkbox"/> Doors/Windows | <input checked="" type="checkbox"/> Interior / Exterior Lighting |
| <input checked="" type="checkbox"/> Emergency Lighting | <input checked="" type="checkbox"/> Floor Coverings |
| <input type="checkbox"/> Grounds Maintenance | <input type="checkbox"/> Fire Extinguishers |
| <input type="checkbox"/> Kitchen Equipment | <input type="checkbox"/> Fire Alarm |
| <input type="checkbox"/> Playground Equip. | <input type="checkbox"/> Stairwells |
| <input type="checkbox"/> Fire Sprinkler Systems | <input type="checkbox"/> Athletic Field Maintenance |
| <input type="checkbox"/> Elevators & Wheelchair Lifts | <input type="checkbox"/> Kitchen Hood Vent Suppression System |
| <input type="checkbox"/> Interior / Exterior Finishes | <input type="checkbox"/> Masonry & Concrete Building Exteriors |
| <input checked="" type="checkbox"/> Sidewalks, Driveways, Parking Areas, & Pave | |
| <input type="checkbox"/> Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas | |
| <input type="checkbox"/> Food Service | |

6. Building Comments: The building is of brick construction. There are no visible structural cracks
in the walls. The heating system is an out-of-date hot water boiler and fin tube radiators in each
room. Air conditioning is by window units. There were no visible roof leaks (it was raining on the day
of the site visit). There appeared to be asbestos floor tiles. The kitchen exhaust hood needs to be
updated to code before being used. Restrooms will need to be brought up to code and ADA compliance.

7. Custodial (include equipment and storage):

- | | |
|--|--|
| <input type="checkbox"/> Storage Closets | <input type="checkbox"/> Restrooms |
| <input type="checkbox"/> Hallways/Classrooms/Offices | <input type="checkbox"/> Gymnasiums/Locker Rooms |

Custodial Comments: _____

Summary of the General Condition of the Facility: _____

Action Items (Follow-up required):

1. Permitting and inspection by the City of Blytheville.
2. Proper state agency plan reviews.
3. Certificate of Occupancy from the City of Blytheville.
4. _____
5. _____

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative: _____ Position: _____

Comments _____

Distribution: Charter School Office DPSAFT Project File
KIPP Blytheville

Attachment 2

Application Cycle 2010

Response to Evaluation

KIPP Byltheville College Preparatory School



KIPP DELTA PUBLIC SCHOOLS

CENTRAL OFFICE
415 Ohio Street
Helena-West Helena
Arkansas, 72342
Phone: 870.753.9035
Fax: 870.753.9440
www.kippdelta.org

October 23, 2009

Dr. Mary Ann D. Brown
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

RECEIVED
OCT 23 2009
CHARTER SCHOOL OFFICE

Dear Dr. Brown,

KIPP Delta would like to submit the following points of clarification on the license application for KIPP Blytheville College Preparatory School. In accordance with the Charter School rules, here is our written response to the charter evaluation dated September 25, 2009.

Please see the enclosed points of clarification on the following Standards:

- Standard 4 of Application: Mission Statement
- Standard 12 of Application: Staffing Plan
- Standard 16 of Application: Facilities
- Standard 17 of Application: Student Services
- Standard 18 of Application: Student Services

Please contact us with any questions or concerns.

Sincerely,

Scott Shirey

KIPP DELTA
COMMUNITIES
HELENA-WEST
HELENA
BLYTHEVILLE

Standard 4 of Application: Mission Statement

The evaluation asked “how will the stated goals be measured?” Below you will find the stated goals and their proposed measurements.

The mission of KIPP Blytheville will be measured through progress towards the following seven goals:

1. Students will possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, social studies, and language arts.

The proposed measurement for this goal is the Arkansas Augmented Benchmark test. Students demonstrating or exceeding proficiency will possess a strong foundation of basic academic skills and a broad knowledge base. We propose to use other assessments, such as the NWEA/MAP tests, to supplement the data from the Benchmark.

2. Students will be effective and confident communicators.

Being an effective and confident communicator means being able to write and speak fluently; therefore, we propose to measure this goal in a number of ways. We will measure their communication through writing in assessments such as the Augmented Benchmark. We will measure their ability to communicate through speech through oral presentations, speeches, or debates in each of the years that students are at KIPP.

3. Students will be critical thinkers and problem solvers.

We propose to measure critical thinking and problem solving skills through assessments such as the Augmented Benchmark Assessment and NWEA/MAP tests. We will also measure students' critical thinking through their writing, speaking, and debating.. Problem solving can be measured on mathematics assessments.

4. Students will have an appreciation for the humanities and show respect for diverse cultures.

This goal will be measured primarily in social studies and English language arts classes. If students are choosing to read a diverse set of literature or write about a breadth of topics, this will show that they have appreciation for diverse cultures. Moreover, if students independently research or investigate cultures other than their own, they will demonstrate this respect. Finally, when students travel to other places on End of Year Field Lessons, the way they they interact with various people will be a measurement for their appreciation and respect for various cultures.

5. Students will possess a life-long love of learning.

Students love of learning can manifest in a variety of ways but is essentially measured by the amount of independent learning students are doing. Specifically, this can be measured in the number of books that students read out of class, the frequency of times students visit the library, the number of personal research projects that students do, and the questions students ask about the world around them.

6. Students will possess a strong desire to serve the community in which they live.

Community service will be a big component of the scope of programs at KIPP Blytheville College Preparatory School with the purpose of developing a desire to serve the community in which they live. This goal will be met if our students by 7th and 8th grade are developing their own community service projects or recommending work that can be done in their own communities. We propose to measure a students' desire with a survey given to students each year that may include a question on what they would like to do after they are promoted from KIPP Blytheville.

7. Students will have the discipline, dedication, and desire to achieve their highest aspirations and dreams.

This goal will be measured through a student's commitment to the school and their work. The KIPP Blytheville Commitment to Excellence lays out what is expected of students. If students, families, and the school are each upholding their commitments, students will be more dedicated to the long-term goal of going to a KIPP school (to go to college). As a result, the school's student attrition rates will be low. Student attrition is the quantifiable way to measure whether we are helping our students develop discipline, dedication, and desire.

Standard 12 of Application: Staffing Plan

The evaluation stated that the charter application lacked job descriptions for board members and director of operations. Please see these job descriptions below.

Board Members

Roles & Responsibilities

The KIPP Delta board will be responsible for the following activities:

- **Evaluation:** The board will conduct an annual performance review of the CEO based on test results, financial reports, and feedback from other members of the management team.
- **Fiscal Oversight:** The Finance committee of the board will meet monthly to review school and central office financials. The committee chair will make quarterly reports to the full KIPP Delta board.
- **Cluster-wide Fundraising:** Board members will personally contribute to the cluster and will connect KIPP Delta to other individuals, corporations and foundations that can provide financial support. The fundraising committee will meet monthly to plan special events, review donor prospect research, and execute the cluster fundraising strategy.
- **New Site Selection:** New communities for KIPP Delta cluster sites will be selected through a formal RFP process. An ad hoc committee of the board will be formed to review the RFP's and make recommendations to the KIPP Delta board.

Chief Operating Officer

Position Overview: The Chief Operating Officer will manage all the core operational functions that support the organization's mission and reflect the priorities of KIPP Delta. This key senior leader will contribute to the development and lead the implementation of KIPP Delta's strategic plan, including financial oversight of the school's budget and designing and implementing systems capable of supporting the growing network of KIPP schools in Arkansas. Reporting directly to the Executive Director and working closely with the Finance Director, the COO role will develop operational solutions to improve the efficiency and effectiveness of a system of KIPP Delta.

Responsibilities:

- Collaborate with the Executive Director to establish and accomplish organizational goals, objectives, and strategic plans
- Design, implement and manage internal operational systems – including compliance and reporting, risk management, human resources administration, and legal – capable of supporting a growing network of schools and facilitate ongoing assessment and evaluation of the organization's growth initiatives
- Assess challenges and develop solutions around KIPP's school-level operations, including transportation and food services plans
- Lead the acquisition and planning for new facilities, determining cost-effective solutions related to the expansion of KIPP Delta
- Develop competitive compensation and retention plans for school personnel and faculty
- Manage the Finance Director and ensure effective financial management of the organization
- Secure contracts and manage relationships with consultants and outsourced vendors

Qualifications:

- 5+ years of senior management experience in a high-growth, entrepreneurial environment; demonstrated passion for and commitment to the support of high-performing schools strongly preferred
- Demonstrated success leading financial oversight and budgetary tracking to support strategic growth
- Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization
- A strong ability to multi-task, prioritize effectively, and manage time well to accomplish goals
- Self-motivated with the ability to thrive under pressure and meet multiple deadlines
- Team-player capable of working both collaboratively and independently
- Highly organized and resourceful, with strong attention to detail
- Proactive, continually looking for ways to avert problems and improve systems
- Outstanding written and oral communication and interpersonal skills
- Bachelor's degree or equivalent experience required; MBA or other advanced certification preferred

Standard 16 of Application: Facilities

The response requested additional information regarding accommodations for special needs, classroom size, and altering facilities. It also requested a more detailed response to each element of the criteria.

On September 16, 2009 the Division of Public School Academic Facilities and Transportation inspected both the build at 637 West Moultrie Drive and the Old Franklin Primary School.

Since the inspection, KIPP Delta has worked with an architect to develop a plan to respond to their Compliance Report. Please see the attached Proposal for Franklin School and Plans for more details about each of these elements. Below you will find descriptions of KIPP Delta's plan to address all areas of concern from the Division of Public Academic Facilities and Transportation inspection.

- *The heating system is an out-of-date water boiler and fin tube radiators in each room.*
This water boiler was inspected and is in working condition.
- *Air conditioning is by window units.*
KIPP Delta plans to purchase new window air-conditioning units for each classroom (See Proposal for Franklin School).
- *There appeared to be asbestos floor tiles.*
KIPP Delta plans to lay vinyl floor tile on top of the existing floor tile.
- *The kitchen exhaust hood needs to be updated to code before being used.*
KIPP Delta plans to outsource food services and is not planning on using the kitchen. Please see the response to Section 18: Student Services for more information.
- *The restrooms need to be brought up to code to meet ADA compliance.*
KIPP Delta plans to improve the bathrooms in the building so that they meet federal accessibility requirements (See Proposal for Franklin School).

Along with the plans for altering facilities to ensure they meet ADA compliance, please find the Open-Enrollment Public Charter School Facilities Utilization Agreement attached to this document.

Before any student occupies any building, KIPP Delta will comply will apply with all state laws and regulations applicable to charter facilities.

Standard 17 of Application: Student Services

The evaluation stated that clarification was needed about the partnership that has been established between the local library and the school. It also stated that the application needed a more detailed educational plan that addresses limited English language proficiency students.

Media Center: On October 8, 2009, Maisie Wright and Scott Shirey from KIPP Delta Public Schools met with Jay Ziolk and Kevin Barron to discuss the relationship between KIPP Blytheville College Preparatory School and the Blytheville Public Library. Mr. Ziolk said that the library would be happy to serve KIPP Blytheville. Students will be able to get library cards and use the circulation system, as well as technology resources. Mr. Ziolk agreed that we would be able to bring classes to the library to use their services.

Alternative Education: The Blytheville School District and other districts in Mississippi County have less than 2% of their population that are English Language Learners. Because we plan to mirror the population of the local districts through our lottery system, we anticipate that our ELL population will also be between 1% and 2%. KIPP Blytheville realizes that is their responsibility to educate these students and will provide necessary individualized support in order to ensure that English Language Learners are meeting or exceeding the same standards as the other students in their classes.

Standard 18 of Application: Student Services

The evaluation stated that the application needed a more detailed plan that addresses food service for all children.

All students attending KIPP Blytheville College Preparatory School will have access to food services that will be contracted through an outside source vendor. The vendor selected will meet all requirements of the ADE Child Nutrition Unit and must ensure that the implementation of KIPP student food services will be in full compliance with all applicable state and federal laws and regulations regarding the school lunch program and school breakfast program. The food services vendor will ensure that the food services program will be in full compliance with all U.S. Department of Agriculture regulations regarding the eligibility of students for free and reduced price meals through the National School Lunch Program and the School Breakfast Program. Student lunch, breakfast, and snack offerings will be in compliance with state and federal regulations. The vendor must also ensure that the food services program with regard to staffing, facilities, verification requirements, record keeping, and claims procedures will be implemented in compliance with all state and federal laws and regulations. KIPP Blytheville College Preparatory School will maintain responsibility and oversight over the outside vendor to ensure that both the school lunch program and the breakfast program are operated in compliance with all state and federal regulations.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): Mississippi County Arkansas Economic Opportunity Commission, Inc.

Lessee (Tenant): KIPP Delta Public Schools

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

Describe the present use of the facility and use for prior three (3) years:

The site is a former school that has operated as a Head Start program the last three years.

Premises:

1007 S. Franklin St, Blytheville AR 72315
address

15,304 (leased space)
square footage

Terms of Lease:

2 yrs

Rental Amount:

\$2 sq ft

Contingency:

The terms of this agreement are contingent upon

KIPP Delta, Inc. (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2008 2010.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

KIPP Delta, Inc.

By [Signature]

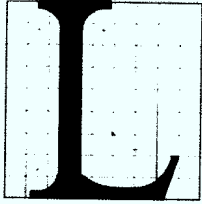
Date 10/21/09

Lessor:

Mississippi County Arkansas Economic Opportunity Commission, Inc.

By William C. Jefferson, Jr.

Date 10/21/09



LITTLE AND ASSOCIATES - ARCHITECTS

TO: SAM SCRUGGS
FROM: JOHN MIXON
SUBJECT: NARRATIVE OF PROPOSED PHASED IMPROVEMENTS
DATE: 10/16/2009
CC: SCOTT SHIREY, KIPP DELTA

PROPOSAL FOR FRANKLIN SCHOOL

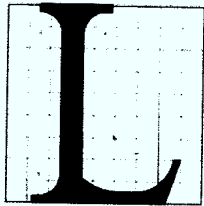
KIPP Delta seeks to lease one wing of building #1 for a period of two years.

KIPP Delta proposes to investments in Franklin School with the improvements listed on page two.

The proposed investments will be made over the course of the two year lease.

KIPP Delta's proposed budget for improvements will be \$146,639.

501 Union • Jonesboro, AR 72401
Phone (870) 930-3813
Fax (870) 930-3820
Email: Littlearch@sbcglobal.net



LITTLE AND ASSOCIATES - ARCHITECTS

PROPOSAL FOR FRANKLIN SCHOOL

1. Fire Alarm System – Franklin School does not currently have the required fire alarm pull stations, horn strobes, or smoke detectors. For KIPP to occupy the building, the State of Arkansas will require that the entire building be provided with a fire alarm system.

The estimated cost of these improvements \$25,000.00

2. Accessible Bathroom – The bathrooms in building #1 do not currently meet federal accessibility requirements.

The estimated cost of these improvements \$40,000.00

3. Encapsulating Asbestos Floor Tile – According to Blytheville Public Schools, Each room in building #1 has asbestos floor tile. Before occupying a room, vinyl floor tile will be laid on top of the existing floor tile.

The estimated cost of these improvements \$2.00/square foot

4. Window Air-Conditioning Units – New window air conditioning units will be installed in each classroom to be occupied.

The estimated cost of these improvements \$1,000.00/classroom

5. Suspended Ceiling – A 2'x4' suspended ceiling will be installed in all occupied spaces.

The estimated cost of these improvements \$2.40/square foot

6. Paint – All occupied spaces will be painted.

The estimated cost of these improvements \$2.00/square foot

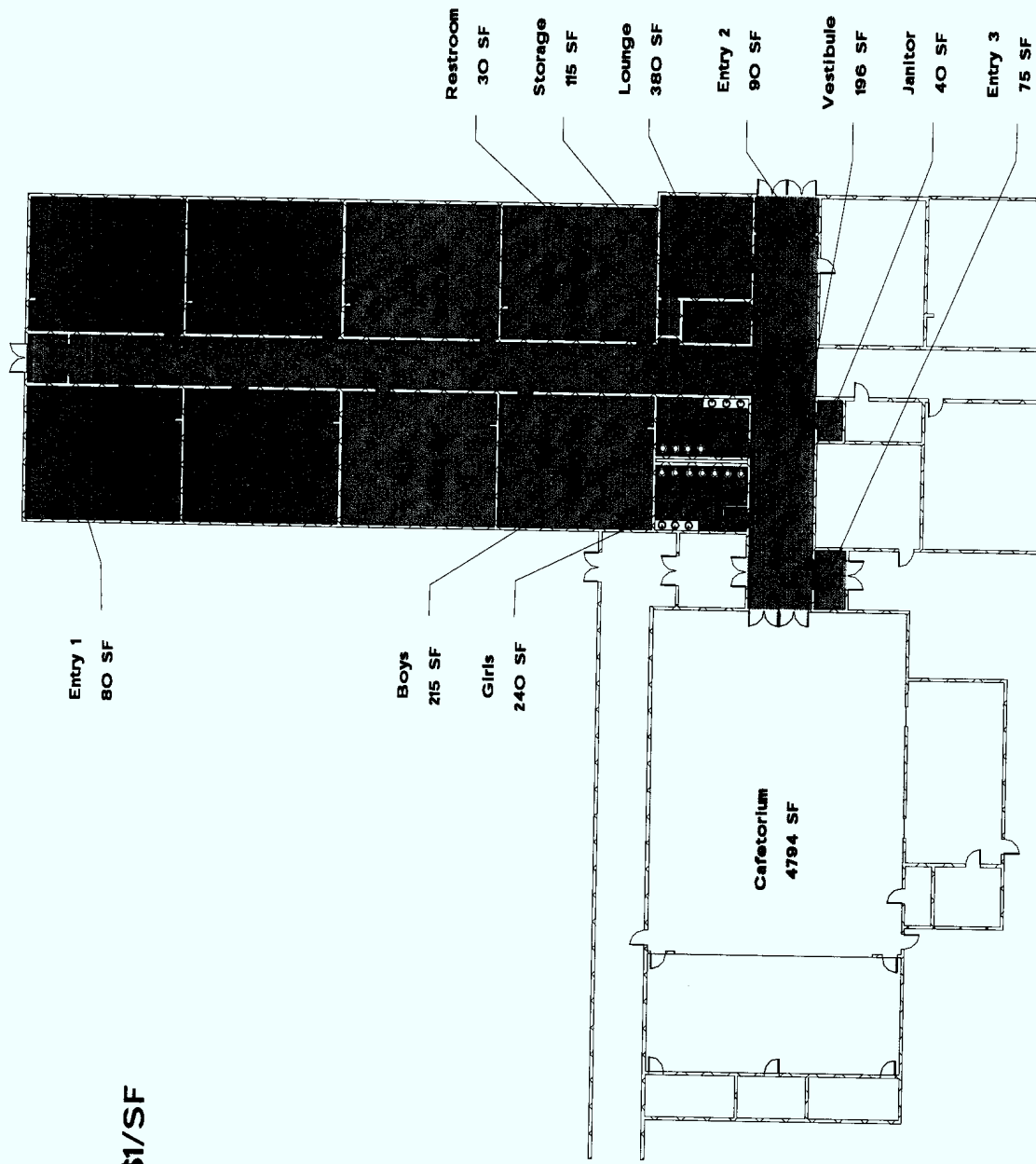
7. Lights – New lights will be installed in all occupied spaces.

The estimated cost of these improvements \$7857.00 (\$97.00/per light fixture)

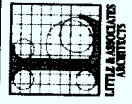
501 Union • Jonesboro, AR 72401
Phone (870) 930-3813
Fax (870) 930-3820
Email: Littlearch@sbcglobal.net

Phased Plan

- Shared Space \$1/SF
- Year 1 \$2/SF
- Year 2 \$2/SF



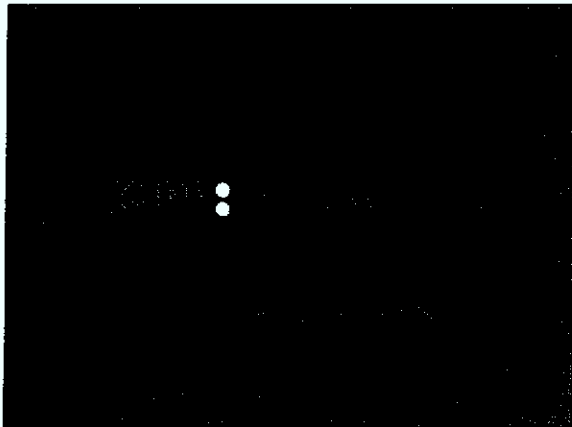
KIPP Delta
Blytheville, Arkansas



KIPP Delta - Proposal for 2 Year Lease

Estimated Rent			
Year 1			
Shared Space	Square Footage	Cost Per Square Foot	Rent
Cafetorium	4794	\$1.00	\$4,794.00
Vestibule	196	\$2.00	\$392.00
Entry 3	75	\$2.00	\$150.00
Subtotal			\$5,336.00
KIPP's Space	Square Footage	Cost Per Square Foot	Rent
4 Classrooms @ 840 SF Each	3360	\$2.00	\$6,720.00
Hallway	2173	\$2.00	\$4,346.00
Entry 1	80	\$2.00	\$160.00
Entry 2	90	\$2.00	\$180.00
Lounge	380	\$2.00	\$760.00
Storage	115	\$2.00	\$230.00
Restroom	30	\$2.00	\$60.00
Janitor's Closet	40	\$2.00	\$80.00
Stage Storage	156	\$2.00	\$312.00
Boy's Restroom	215	\$2.00	\$430.00
Girl's Restroom	240	\$2.00	\$480.00
Subtotal			\$13,758.00
Total Year 1			\$19,094.00
Year 2			
4 Classrooms @ 840 SF Each	3360	\$2.00	\$6,720.00
Subtotal			\$6,720.00
Total Year 2			\$25,814.00

10/20/2009

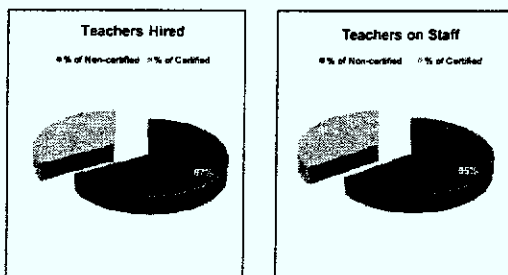


Teacher Certification and School Performance

- The following slides contain data on the percentage of certified teachers at KIPP Delta Public Schools and our state test results.
- Test score comparisons include the state and districts in which KIPP schools exist (Helena-West Helena) or will exist in 2010-2011 (Blytheville).
- Key Points:
 - A low percentage of KIPP Delta teachers were certified at hire in 2007-2008 and 2008-2009.
 - KIPP Delta consistently outperforms local districts and the state with a low percentage of certified teachers.



KIPP Delta Teacher Certification SY2007-2008

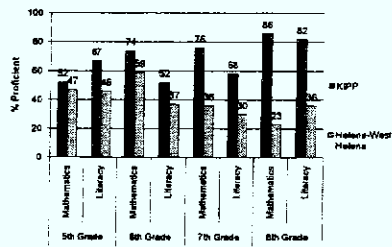


RECEIVED
ATTORNEY'S OFFICE

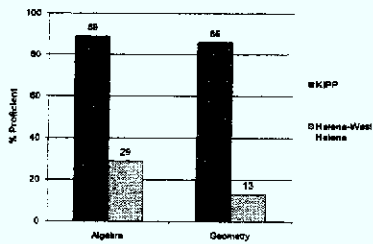
OCT 29 2009

DEPARTMENT OF EDUCATION
GENERAL DIVISION

2007 - 2008 Benchmark Results

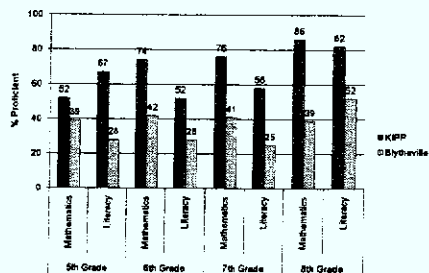


2007 - 2008 EOC Results

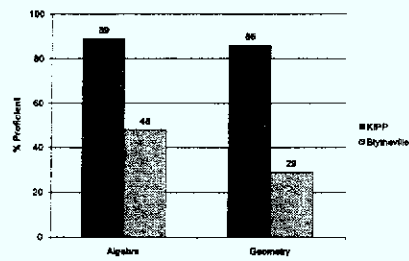


*Note: Literacy EOC is not included because WKPP Data had no 11th graders in 2007-2008

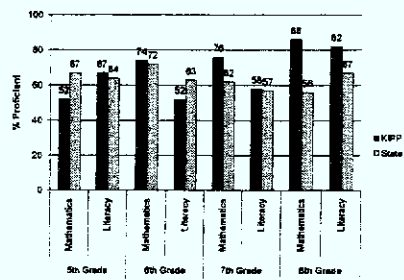
2007 - 2008 Benchmark Results



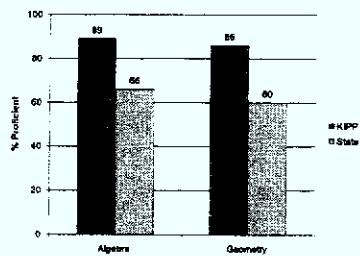
2007 - 2008 EOC Results



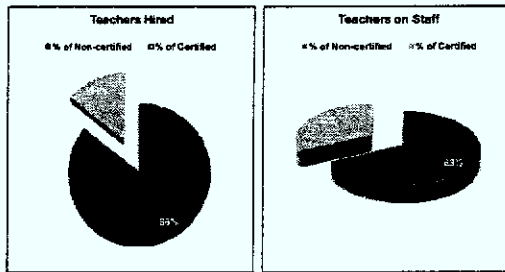
2007 - 2008 Benchmark Results



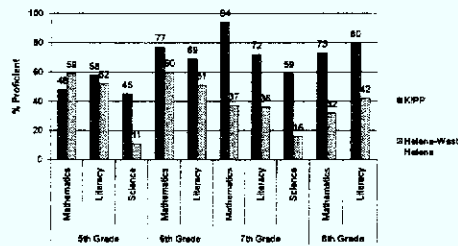
2007 - 2008 EOC Results



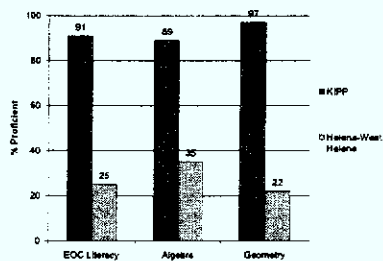
• KIPP Delta Teacher Certification SY2008-2009



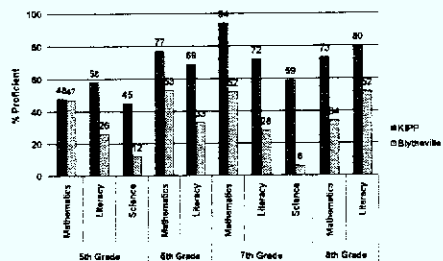
• 2008 - 2009 Benchmark Results



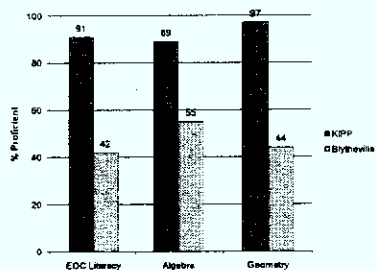
• 2008 - 2009 EOC Results



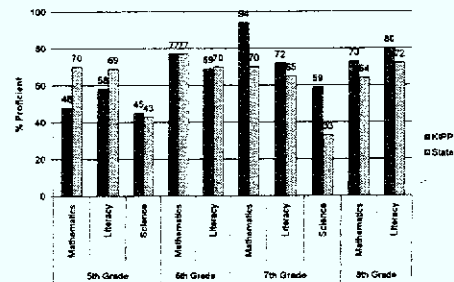
•2008 - 2009 Benchmark Results

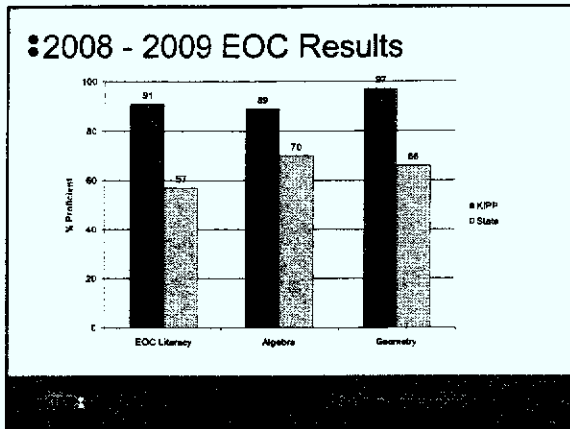


•2008 - 2009 EOC Results



•2008 - 2009 Benchmark Results





Application Cycle 2010

ADE Hearing Letter

Guap Academy College Preparatory School



ARKANSAS DEPARTMENT OF EDUCATION

October 23, 2009

Dr. Tom W. Kimbrell
Commissioner

Mr. Gerald Kinder
4152 Friendly Way
Memphis, TN 38141

**State Board
of Education**

Dr. Naccaman Williams
*Springdale
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Sherry Burrow
Jonesboro

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Toyce Newton
Crossett

Re: Notice of Appeal/State Board Meeting
Guap Academy College Preparatory School

Dear Charter Applicant and Affected School District:

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the West Memphis School District will occur at the State Board's meeting of November 9, 2009. The meeting will begin at 1:00 p.m. and will be held in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.

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

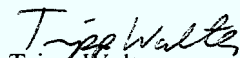
I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 2:00 p.m. on October 29, 2009. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

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

Sincerely,


Tripp Walter
Interim General Counsel

TW/slr

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Bill Kessinger, West Memphis School District
School Board President Phillip Sorrell, West Memphis School District

**ARKANSAS STATE BOARD OF EDUCATION
POLICY AND PROCEDURES FOR HEARING
CHARTER SCHOOL APPLICATIONS AND APPEALS**

- 1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school to the State Board. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.
- 4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the application or appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Application Cycle 2010

Appeal Letter

Guap Academy College Preparatory School

Humanitarian Outreach



Development Group Inc.

4400 Hickory Hill Road

Memphis, TN 38141.

Phone: 901.590.1504

Attn: Dr. Mary Brown
Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

September 10, 2009

Re: Appeal

Dear Dr. Brown:

The Humanitarian Outreach Development Group intends to appeal the decision by the West Memphis School Board in the West Memphis School District to deny our application request for a Charter School.

Thank you,

Gerald Kiner

RECEIVED
SEP 17 2009

CHARTER SCHOOL OFFICE

Humanitarian Outreach



Development Group Inc.

4400 Hickory Hill Road

Memphis, TN 38141.

Phone: 901.590.1504

Attn: Dr. Mary Brown
Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

September 10, 2009

Re: Appeal

Dear Dr. Brown:

The Humanitarian Outreach Development Group intends to appeal the decision by the West Memphis School Board in the West Memphis School District to deny our application request for a Charter School.

Thank you,

Gerald Kiner

RECEIVED
SEP 18 2009

CHARTER SCHOOL OFFICE

Application Cycle 2010

Denial Letter(s)

Guap Academy College Preparatory School



WEST MEMPHIS SCHOOL DISTRICT

BILL M. KESSINGER SUPERINTENDENT

ADMINISTRATIVE OFFICE

POST OFFICE BOX 826 • WEST MEMPHIS, AR 72303 • (870) 735-1915

September 18, 2009

Attn: Dr. Ann Brown, Charter School Program Coordinator
Arkansas Department of Education
Four Capitol Mall Room, 105-c
Little Rock, AR 72201-1019

Re: Proposed Charter School Application Guap Academy College Preparatory
Humanitarian Outreach Development Group Inc.
440 Hickory Hill Road
Memphis, TN 38141

Dear Dr. Brown,

On September 8, 2009 the West Memphis School District Board of Directors met and voted not to approve the application for the proposed open-enrollment charter school, for the school year 2010-2011.

If you have questions please contact me at 870-735-1915.

Respectfully,

Bill M. Kessinger

Bill Kessinger, Superintendent
West Memphis School District

RECEIVED
SEP 25 2009

CHARTER SCHOOL OFFICE



WEST MEMPHIS SCHOOL DISTRICT

BILL M. KESSINGER SUPERINTENDENT

ADMINISTRATIVE OFFICE

POST OFFICE BOX 826 • WEST MEMPHIS, AR 72303 • (870) 735-1915

September 23, 2009

**Dr. Mary Ann D. Brown
Program Director, Charter Schools
Arkansas Department of Education
Four Capitol Mall, Room 105-C
Little Rock, AR 72201**

Dear Dr. Brown:

Please find enclosed the reasons the West Memphis School District Board of Education voted unanimously not to approve the GUAP College Academy Preparatory Charter School application. If additional information is needed, please do not hesitate to contact me.

Sincerely,

Bill M. Kessinger

Bill M. Kessinger, Superintendent

RECEIVED
SEP 28 2009

CHARTER SCHOOL OFFICE

WEST MEMPHIS SCHOOL DISTRICT

West Memphis High School

Challenge Statements regarding Guap College Academy Preparatory School Application

The West Memphis School District submits the following statements to the Arkansas Department of Education and the Arkansas Board of Education for consideration in denying the proposed charter to be located in West Memphis.

Point 1 – “The educational program offered by Guap Academy will be one where both the school day and the school year is extended to add increase learning to a community whose test scores are decreasing and dragging down the overall state performance.”

West Memphis School District has a proven track record of increasing test scores over the past three years. **SEE DISTRICT LEVEL CHARTS**

Point 2 – Other than the extended day/year proposal stated on page 2, we see nothing in these application claims to provide offerings that are either unique or currently inaccessible/unavailable to the students of the West Memphis School District.

WMSD has partnerships with the YMCA and the Crittenden County Boys & Girls Clubs for after school enrichment programs at the current time. WMSD also offers before and after school tutoring to all students. Every secondary school has a Saturday School program that operates from 8:00 a.m. to 1:00 p.m. Our instrumental and vocal music (fine arts) programs as well as our J.R.O.T.C., Knowledge Bowl, and extra-curricular athletic programs often extend past the hours of the normal school day. WMSD offers College Preparatory Enrichment Program (CPEP) classes for ACT score enhancement. The campus of WMHS offers summer academic camps to 8th, 9th, and 10th grade students in the areas of algebra and geometry to strengthen their foundation in these high stakes areas. A credit recovery program is in place at WMHS to target specific at-risk students to enhance their academic opportunities now and in the future. This program operates from 7:30 a.m. until 5:30 p.m. Mentoring is also provided to at-risk students beyond the operation of normal school hours through a connection specialists and a career development mentor.

Point 3 – By receiving students who are over-age for grade or at risk for being over-age for grade in West Memphis, Guap Academy will have a positive impact on test scores.

Question to consider – How do they plan to focus on and recruit “over age for grade” or “at risk for being over-age for grade” students? Section 12 of this application directly asks for job descriptions of the school director and other key personnel, qualifications, and types of positions. If this is their primary focus, then why is this job description not outlined and assigned in this section?

Point 4 – They claim that removing “historically low performing students will no longer weigh down the test scores of high performing students at West Memphis High School. Thus, this will help improve test score averages not only in West Memphis but the state of Arkansas”.

This argument is a misguided and nonsensical reason to consider approval.

Point 5 – How do they plan to fulfill their promise that “Guap Academy staff will ensure that all students are accepted into college”?

This sounds very impressive on paper, but is a boastful statement they can not possibly keep.

Question to consider - Are they willing to make that a part of their charter/contract with the state of Arkansas? Just because you are accepted to college does not mean that you will attend or more importantly be successful.

Point 6 – The applicant describes the educational need for the school beginning on page 5.

We view this as an attempt to smear the good work of the West Memphis School District in an effort to plead their case for approval.

The application states “we know how to reach and educate at-risk children” but it does not go on to describe any specifics of how this will be done. However, I would like to point out that the application appears to “cherry pick” statistics on several fronts.

First, they state “Only 71% of students at West Memphis High School graduate...” and then they proudly state “The inner-city high school where Guap Academy’s founder Gerald Kinder has taught at for the past 15 years (Melrose High School) has a 93% graduation rate even though over 90% of the students at Melrose qualify for free lunch”

What they conveniently fail to tell you is Melrose High School computes their graduation rate statistics on their beginning cohort senior class...for one year! In other words, they calculate their graduation percentage based on the number of 12th grade students who start the year versus the number of 12th grade students who finish that same year with graduation. West Memphis, however...as well as the entire state of Arkansas ...calculates graduation rates based on how many students start the 9th grade versus how many 12th grade students graduate over a 4 year timeframe. This is a significantly different set of circumstances than the applicant would have you believe in their attempted “comparison”.

Also, the exaggerations continue by the applicant regarding what they advance as facts. The very reference they use to cherry pick these “facts”, School Digger, states that students eligible for free and reduced lunch at Melrose High School is NOT 90% as the applicant states, but is actually 76%.

Point 7 – On page 9, the applicant again “cherry picks” some single year performance data and summarizes the misrepresentation by saying “The facts show that West Memphis High School doesn’t have the ability or the system in place to effectively teach students who have disabilities, students who are minorities, or students who are economically disadvantaged how to learn. However, Guap Academy does.”

Questions to consider - Where are the statistics that prove this statement?
Why should the State Board believe “However, Guap Academy does”?

Point 8 – On page 10, the applicant takes one graph showing one year (2007) that illustrates both the state of Arkansas’ and the West Memphis School District’s 11th grade Reading Proficiency scores and states “As you can see the state’s scores are low and the West Memphis School District’s scores are embarrassing low. Guap Academy can pull the low performing students and raise scores that will dramatically improve the overall district’s scores as well as the state’s scores.”

Question to consider - Once again, WHY should anyone believe Guap Academy can do what the applicant says they can do? Just because they say it doesn’t make it so!

If the State Board wants to compare, as the applicant apparently does, the performance of Gerald Kinder as it relates to his previous employer, Melrose High School in Memphis, TN, let’s look at Melrose High School through the applicant’s own source, Schoolmatters.com.

This website shows Melrose High School with only 38.8% of Melrose students performing at a level of Proficient in Math. In the applicant’s own words relating to some of the data they provided regarding West Memphis, an “appalling” statistic, ranking Melrose High School as the 29th worst high school out of 33 high schools in Memphis regarding getting students to proficiency in Math.

****It also should be noted that all ratings of “Proficiency” are not created equal. In a comparison of the National Assessment of Educational Progress’ (The Nation’s Report Card) rank of “Proficient” to the individual state’s rigor in determining and defining “proficient” by mapping all state’s proficiency scores onto the NAEP Proficiency Scales, the state of Tennessee ranked dead last...by a long shot...in comparative rigor to NAEP, while Arkansas ranked 6th in comparative rigor to NAEP proficiency. In other words, 38.8% “proficiency” for math in Memphis, Tennessee is beyond appalling!**

Point 9 – On page 11, the applicant states “The West Memphis School District is below the state in every statistical category academically”. It also shows only one graph of 2006 geometry data & does not include the state average bar, so it is very misleading.

Again, what the applicant failed to illustrate from this year’s statistical data from the same source is that schoolmatters.com has listed the West Memphis School District and West Memphis High School as an Arkansas District and School that significantly Narrowed Achievement Gaps by Grade Level for the “Economically Disadvantaged All Students” achievement gap in 2006 for the assessed areas of reading – grade 11 & high school geometry.

The applicant does not illustrate or disclose that on the spring 2009 state of Tennessee Gateway/EOC Test for the English II assessment, students taking the exam must have obtained a score of twenty-five (25) out of sixty-two (62) in order to meet the proficient level. Generally speaking, the students must get 40% of the responses correct. The Tennessee Gateway/EOC assessment contains only multiple choice test questions.

On the Arkansas Grade 11 Literacy Test students must obtain a score of 70% in order to meet the proficiency level. Only 33% of our eleventh grade students met this standard. If the 40% proficient rate had been applied for our eleventh grade students on the spring 2008 Grade 11 Literacy Test, eighty-seven (87%) of our eleventh grade students would have met the proficient level. The Arkansas Grade 11 Literacy test contains multiple choice questions as well as open response questions and writing prompts. Former Commissioner of Education, Ken James, has been quoted many times in open forums stating the Arkansas Grade 11 Literacy Test is the most difficult assessment our state has.

West Memphis High School Graduation Rate:

2005-2006	81%
2006-2007	79.2%
2007-2008	75%

3 year trend 78%

Arkansas Graduation rate for 2005-06	72%
--------------------------------------	-----

Tennessee Graduation rate for 2005-06	70%*
---------------------------------------	------

*July 2009 by the Alliance for Excellent Education

ACT results 2008

	Melrose High School School Avg.*	West Memphis High School School Avg.
Composite	15	18
English	14	18.2
Math	15	18.4
Reading	15	17.9
Science	16	17.8

* greatschools.net

WMHS High School ACT scores for previous 5 years — See College Readiness Letter

West Memphis High School EOC Geometry

	WMHS		AR	
Spring 2008	63%	PRO/ADV	61%	PRO/ADV
Spring 2009	67%	PRO/ADV	66%	PRO/ADV

West Memphis High School has met standards for attendance/graduation rate for the 3 year trend from 2006-2009.

Page 12 refers to the West Memphis School District College Entrance Exams. Again, the applicant opted to insert targeted data to make the West Memphis School District look unfavorable.

The facts are simple on this one. 22,523 high school students in the state of Arkansas took the ACT college entrance exam last year. Over 2/3 of the graduating class at West Memphis High School took this exam. West Memphis High School has a long standing relationship with ACT and has served as a testing site for over 25 years. In this part of the country, most students take the ACT and that is what most colleges accept.

The applicant also fails to inform you that the each school has the option of assessing students with the PSAT or the PLAN. West Memphis High School offers the PLAN.

The AP statistics are misleading as well. What the application does not inform the Board is that West Memphis High School has a direct partnership with Mid-South Community College in West Memphis, AR. Historically, West Memphis High School has more students than any other high school in Crittenden County to enroll each

semester in concurrent credit courses and receive high school credit as well as college credit. We have partnered with Mid-South Community College to allow our high school students to attend college classes on a tuition scholarship through a local endowment that was developed specifically for our high school juniors and seniors. The career pathway opportunities we have established for our students are ones that would rival any partnership in the Mid-South area. We already have students attending college while in high school.

I am still unclear as to why the application attempts to hammer the West Memphis School District on SAT, PSAT, and AP data while openly implying on page 3 that the proposed charter would focus on “the dozens of outstanding colleges that DO NOT require ACT or SAT scores such as...”.

I feel the Board should also know that the graduating class of 2009 at West Memphis High School posted over 2.6 million dollars in scholarship funds.

Point 10 – It appears that the applicant just copied straight from the frameworks link on the ADE website regarding the process they intend to use to develop and align the curriculum with the Arkansas Curriculum Frameworks.

The West Memphis School District has been working diligently over the past few years with the Great Rivers Educational Cooperative to establish, align, and refine our TIA (Total Instructional Alignment) document through collaboration with colleagues across the state. This has been an on-going comprehensive process in all areas of our state.

Question to consider – Does the applicant have a curriculum “perfectly & well aligned” as they have stated without any real experience in dealing with our state documents? ...and more importantly dealing with our students?

Point 11 – Media Center Waiver request: In section 17, Page 23 of the application it states “Guap Academy will have a media lab where every child will have access to a computer...”.

Question to consider – How many computers will they have?
Have they made formal arrangements with the West Memphis Public Library to assist Guap Academy Students?

Point 12 – Waiver requests: Page 29. Qualifications of Directors. “Guap Academy Board of Directors will be elected by the members of the board and may include individuals that are non-residents of the state of Arkansas”.

Question to consider – Why? Should the Board not be representative of the community they are serving?

In closing, on behalf of the West Memphis School District, we would like to reiterate our opposition to Guap College Academy Preparatory School charter entering West Memphis. This applicant has purposely skewed some figures in an attempt to paint the worst possible picture of the West Memphis School District. I understand their desire to educate kids. We have a proven track record of doing this and doing it pretty well over the years. I think most of the contents of this application are unfortunately inaccurate and unfair.


As the principal of West Memphis High School, I will be the first to tell you that we realize we perform better than some schools and not as well as others. But, I challenge you to find a principal, a school, or a district that says they have mastered all the challenges & diversity educators face today. We educate roughly 6,000 students a day in our district – 1,205 at our high school. We sincerely feel like West Memphis High School is a campus where teaching transforms lives. Our progress is evident and ongoing. We feel like we must keep moving in that direction.

I would like to close by bringing a few more honorable mentions to your attention. This past year, West Memphis High School had the distinguished honor of having Susan Waggener recognized as the Arkansas Teacher of the Year. We have a finalist for the honor again this year with Cherilyn Minnis representing WMHS and the Great Rivers Educational Cooperative.

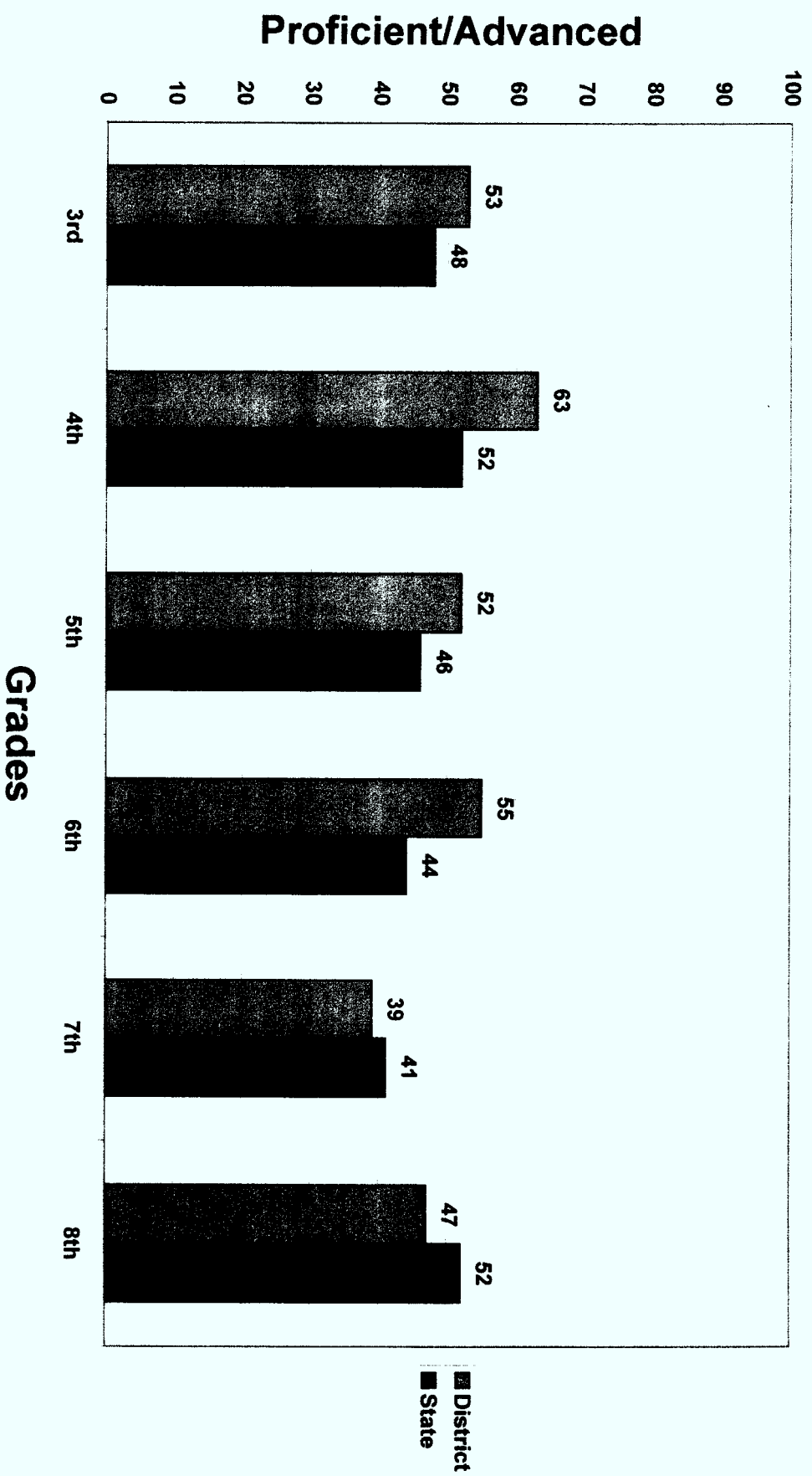
Richland Elementary School ranked 4th out of all 451 elementary schools in Arkansas for educational performance by one of the applicant's own sources: schooldigger.com. The benchmark progression we have experienced at the elementary is inspiring to say the least. West Junior High led all junior highs in our county with benchmark scores reaching 80% proficient levels on the math and literacy exams.

West Memphis High School also believes in educating the whole student. For this very reason, we offer our students a variety of extra-curricular opportunities. Our participation ranges from championship athletic programs to award winning band & choir programs. We have a multitude of clubs and organizations that offer our students a variety of participation opportunities as well. Under the direction of our faculty, we have groups selected to participate in Upward Bound Science and Mathematics Engineering programs at the University of Arkansas and Lyon College annually. Opportunities and access to this side of student life would be very limited in the applicant's proposal.

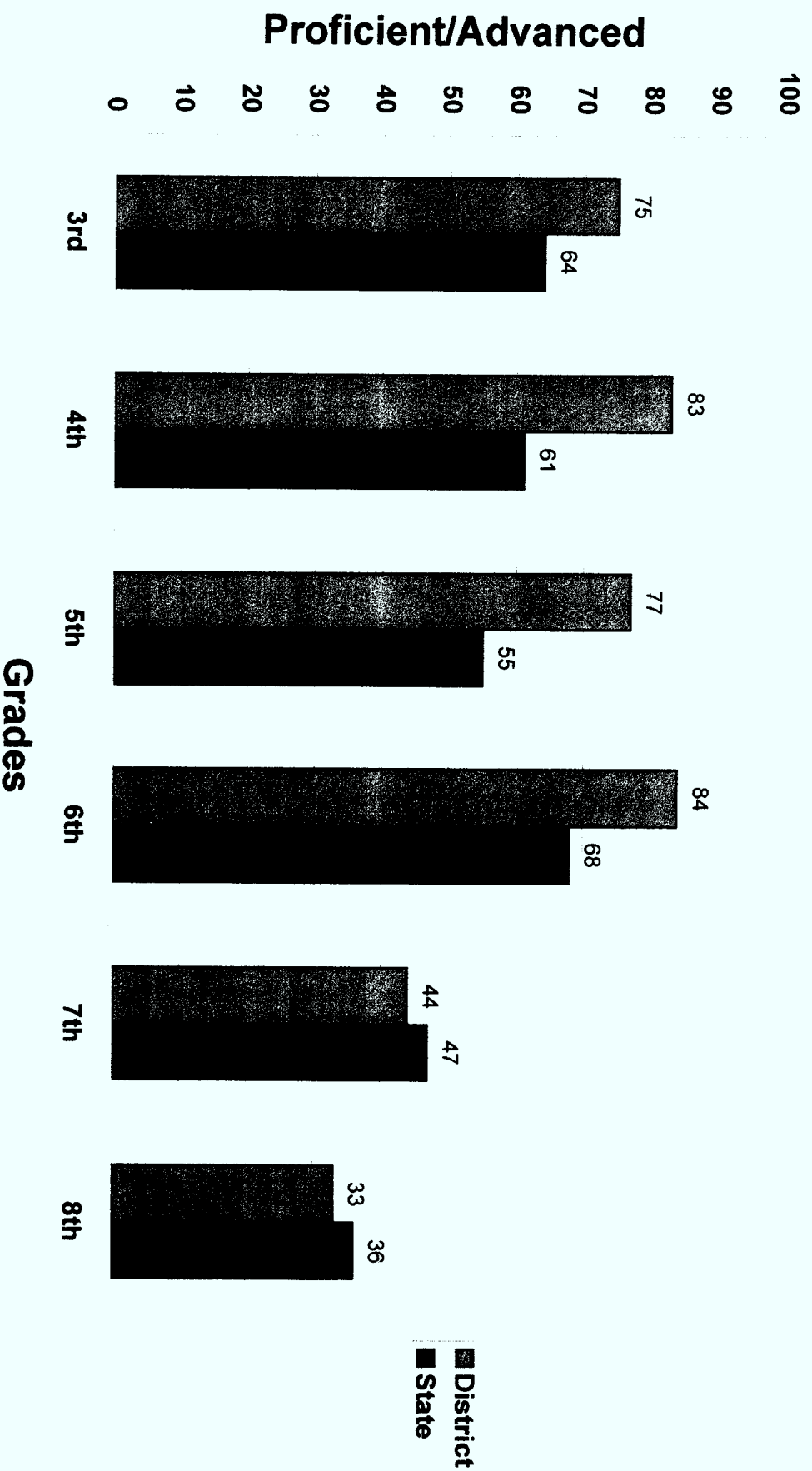
Upstarts and outsiders often are looking for advantages to advance their agendas and mission that often times they define student achievement only in terms of test scores. The West Memphis School District and particularly West Memphis High School are very special institutions. We have proven to be effective with student social skills, self worth, behavior, responsibility, involvement in school, and other characteristics as important components of student achievement as well as test scores. We feel like we are best equipped to continue this charge better than Guap College Academy Preparatory School.

Sincerely,

Jon Collins
Principal

African American Benchmark Scores Literacy 2009



African American Benchmark Scores Math 2009



African American EOC Scores 2009

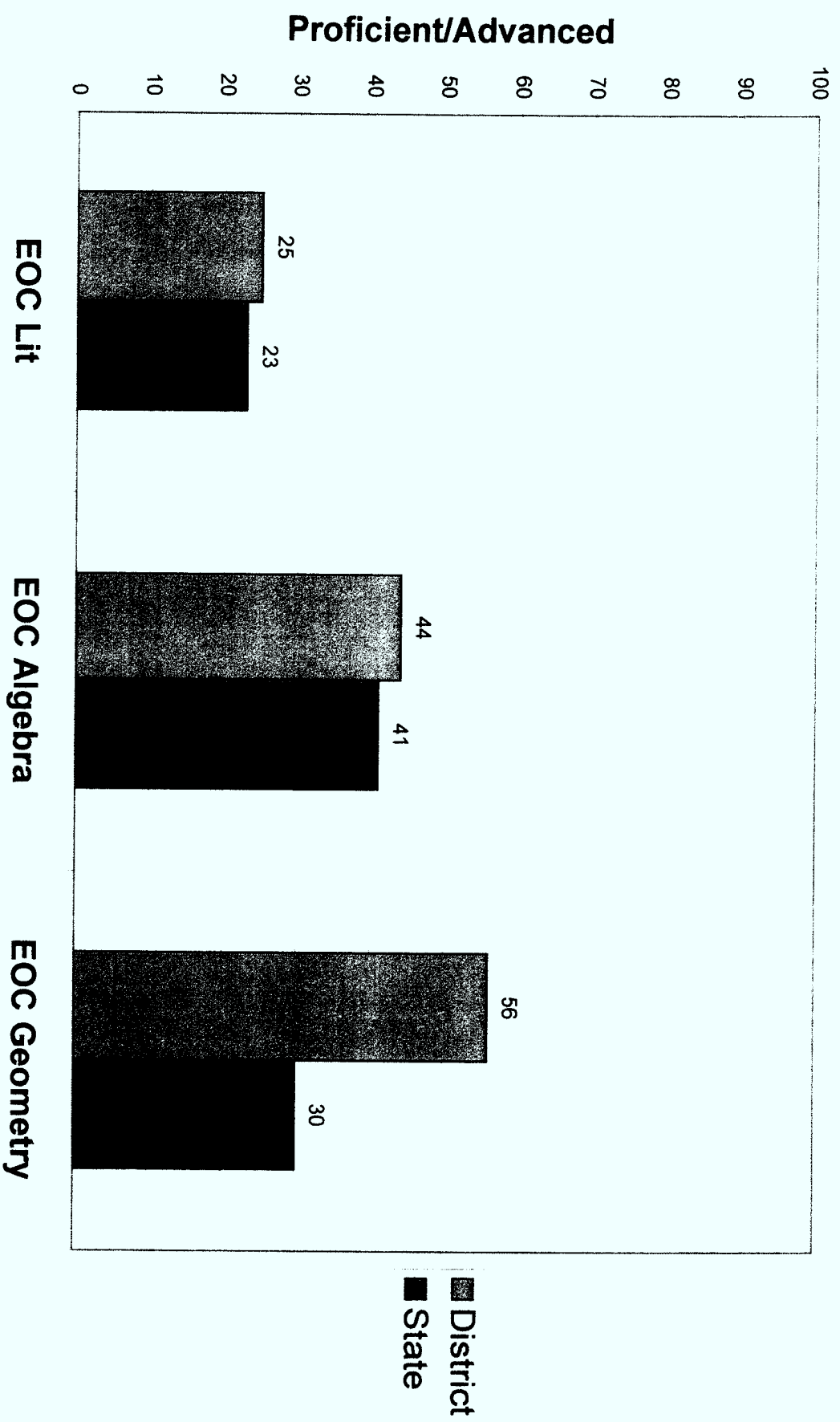


Figure 6: Arkansas Schools that are Significantly Narrowing Achievement Gaps
Listed alphabetically by school district

District	School	Enrollment	Reading and Math Proficiency (RaMP) (%)	Change in Proficiency Gaps, 2003-04 to 2004-05 (percentage points)		
				Black and White Students	Hispanic and White Students	Economically Disadvantaged and All Students
Beebe School District	Beebe Junior High School	391	67.9			13.9
Bergman School District	Bergman High School	427	69.4			14.6
Cabet School District	Cabet Middle School South	592	64.6			6.6
Clarksville School District	Clarksville High School	254	54.4			9.3
Farmington School District	Randall G. Lynch Middle School	44	57.2			9.3
Fayetteville School District	McNair Middle School	634	76.7			11.6
Greenwood School District	Raymond E. Wells Junior High School	857	71.6			7.9
Little Rock School District	Mann Magnet Middle School	868	55.8	6.1		
Pulaski Co. Spec. School Dist.	Wilbur D. Mills High School	159	42.8	5.3		
Rogers School District	Elmwood Junior High School	581	58.5		6.8	7.7
Searcy School District	Southwest Middle School	449	66.6			8.9
Springdale School District	Southwest Junior High School	424	68.2			5.2
	Springdale High School	251	53.4		8.3	
West Memphis School District	West Memphis High School	381	35.3			7.0
Average Change - Schools Making Progress		451	60.2	5.7	7.6	9.3
Average Remaining Gap - Schools Making Progress				26.3	23.4	10.2
Average Change - Statewide		413	50.0	1.7	-2.4	0.5
Average Remaining Gap - Statewide				32.4	16.7	12.5

Reading and Math Proficiency rate are for 2004-05 while Enrollment data are for 2003-04.

Schools that have significantly narrowed the achievement gap for more than one set of student groups are highlighted in boldface.

**Figure 7: Arkansas Schools that are Significantly Narrowing Achievement Gaps, by Grade Level
Black-White Achievement Gap**

District Name	School Name	Grade Level(s) in Which School Has Narrowed Gap	
		Reading	Math
Little Rock School District	Mann Magnet Middle School	Grade 6, Grade 8	High School Algebra
Pulaski Co. Spec. School Dist.	Wilbur D. Mills High School	Grade 11	High School Algebra

**Figure 8: Arkansas Schools that are Significantly Narrowing Achievement Gaps, by Grade Level
Hispanic-White Achievement Gap**

District Name	School Name	Grade Level(s) in Which School Has Narrowed Gap	
		Reading	Math
Rogers School District	Elmwood Junior High School	Grade 8	Grade 8
Springdale School District	Springdale High School	Grade 11	High School Algebra

**Figure 9: Arkansas Schools that are Significantly Narrowing Achievement Gaps, by Grade Level
"Economically Disadvantaged-All Students" Achievement Gap**

District Name	School Name	Grade Level(s) in Which School Has Narrowed Gap	
		Reading	Math
Beebe School District	Beebe Junior High School	Grade 8	Grade 8
Bergman School District	Bergman High School	Grade 8	Grade 8
Cabot School District	Cabot Middle School South	Grade 6	Grade 6
Clarksville School District	Clarksville High School	Grade 11	High School Geometry
Farmington School District	Randall G. Lynch Middle School	Grade 6	Grade 6
Fayetteville School District	McNair Middle School	Grade 6	Grade 6
Greenwood School District	Raymond E. Wells Junior High School	Grade 8	Grade 8
Rogers School District	Elmwood Junior High School	Grade 8	Grade 8
Searcy School District	Southwest Middle School	Grade 6	Grade 6
Springdale School District	Southwest Junior High School	Grade 8	Grade 8, High School Algebra
West Memphis School District	West Memphis High School	Grade 11	High School Geometry

Application Cycle 2010

Letter of Intent

Guap Academy College Preparatory School

To: Arkansas Department of Education
Public Charter Schools Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

From: Humanitarian Outreach Development Group
4152 Friendly Way
Memphis, TN 38115

Re: Letter of intent for Proposed Charter School

RECEIVED
MAY 22 2009
CHARTER SCHOOL OFFICE

Date: May 18, 2009

Attn: Public Charter Schools Office:

Humanitarian Outreach Development Group seeks to establish a charter school in West Memphis, AR beginning 2010. Humanitarian Outreach Development Group is a not for profit organization. The Internal Revenue Service has acknowledged receipt of application and the status of 501 (c) 3 is currently in process of being reviewed.

Contact information: Gerald Kiner
4152 Friendly Way
Memphis, TN 38115
Phone: 901-650-7340 / Fax: 901-590-1695
Email address: www.kinergk@yahoo.com

Humanitarian Outreach Development Group was established in 2008 to implement needed programs that will have a positive impact on the lives of youth in any form of need. The name of the proposed charter school is Guap Academy and we anticipate open enrollment of 250 students. The location of the proposed charter, Guap Academy is to be determined. The grade levels are 9th-12th grade.

The mission of Guap Academy is to provide an alternative means for high academic achievement servicing elementary students that are over aged for grade. This mission will accelerate the academic performance of all students as well as accelerate credit accrued for the over age for grade. It will also establish a holistic accountability system that evaluates the academic performance of the school and build community partnerships to support the academic and character development of all students.

Thank you,



Gerald Kiner

Application Cycle 2010

Application

Guap Academy College Preparatory School



**ARKANSAS
DEPARTMENT
OF EDUCATION**

**Open-Enrollment Public Charter School
New Application**

Deadline for Submission: August 31, 2009

RECEIVED
AUG 31 2009
CHARTER SCHOOL OFFICE



**Charter School: Guap College Academy Preparatory
School**

Date Submitted: August 31, 2009

Date Approved: _____

Arkansas Department of Education

**Public Charter Schools Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201
501.683.5313**

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
A. GENERAL INFORMATION (Please type)**

Name of Proposed Charter School: Guap Academy College Preparatory School

Grade Level(s) for the School: Proposed Enrollment: 9-12

Name of Sponsoring Entity: Humanitarian Outreach Development Group

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

☐ A public institution of higher education;

☐ A private nonsectarian institution of higher education;

☐ A governmental entity; or

☒ An organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Gerald Kinder

Address (no P.O. Box please): 4152 Friendly Way City: Memphis ZIP: 38141

Daytime Phone Number: (901) 590-1504 FAX: 901-590-1695

E-mail: www.kinergk@yahoo.com

Charter Site Address: 504 South 8th Street Cities: West Memphis, AR
ZIP: 72301

Date of Proposed Opening:

Chief Operating Officer

Of Proposed Charter: Gerald Kinder Title: Dr.

Address: 4152 Friendly Way City: Memphis

ZIP Code: 38115 Daytime Telephone Number: (901) 650-7340

The proposed charter will be located in the West Memphis School District.

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

6,967 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets if necessary).

West Memphis School District

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

(Use additional sheets as necessary.)

The outstanding educational program offered by Guap Academy will be one where both the school day and the school year is extended to add increase learning to a community whose test scores are decreasing and dragging down the overall state performance.

Guap Academy will offer a rigorous academic program for 100 students over-age for grade or at risk for becoming over-age for grade. We will offer an accelerated program that gives the student an opportunity to get back on track academically as well as graduate on time and be prepared to enroll instantly into college. Research shows that students who are behind a grade level and older than other students in the same grade have a higher probability to drop out of school than their peers who are not behind a grade level academically. The mixed aged, college preparatory, standards based curriculum, extended day, 210-day instructional year, and individualized educational plan features of Guap Academy, affords students and faculty maximum flexibility in the teaching and learning interaction such that many at-risk students need. The school day will be from 8am to 5:00 pm.

Furthermore, due to the low assessment scores in the West Memphis School District and the state of Arkansas, Guap Academy seeks to ensure that its students' high performance on state assessments test will start a trend to help raise the state assessment scores in West Memphis and the state of Arkansas. By receiving students who are over-age for grade or at risk for being over-age for grade in West Memphis, Guap Academy will have a positive impact on the test scores for the West Memphis School District due to the fact that the test scores of these

historically low performing students will no longer weigh down the test scores of high performing students at West Memphis High School. Thus, this will help to improve the test score averages not only in West Memphis but the state of Arkansas. Guap Academy seeks to collaborate with West Memphis High; we never aim to threaten its existence; this is why we intentionally seek to have a much smaller school than other charter schools which seek several hundred and even thousands of students which would be detrimental to some smaller districts like the West Memphis School District.

Additionally, 100% of the students at Guap Academy will take college entrance exams. Moreover, Guap Academy staff will ensure that all students are *accepted* into college. Guap Academy students will not be quarantined into a non-college preparatory track just because they do not score highly on the ACT or SAT. In fact there are dozens of outstanding colleges that do not require Act or Sat scores such as:

- ✓ University of Arkansas at Forthsmith, Little Rock, Monticello, Pine Bluff
- ✓ Arkansas State University
- ✓ University of Mississippi
- ✓ Wake Forrest University
- ✓ Alabama State University at Montgomery
- ✓ George Mason University
- ✓ Oklahoma State University, Oklahoma City
- ✓ University of Kansas at Lawrence
- ✓ Western Kentucky University
- ✓ Wheaton College

Arkansas, as well as all states, needs a highly educated workforce. Guap Academy will use its every resource to motivate and educate our students about the advantages of obtaining a college degree. As you can see from the table below students not furthering their education beyond high school greatly curtails their earning potential as well as the revenue the state of Arkansas can reap from a college educated workforce in terms of tax dollars. Therefore, we will not limit the students of West Memphis, Arkansas to a high school diploma. We expect the same from Guap Academy students as we expect from our own children.

Table 1: Expected Lifetime Earnings

Professional Degree	\$4.4. million
---------------------	----------------

Doctoral Degree	\$3.4 million
Master's Degree	\$2.5 million
Bachelor's Degree	\$2.1 million
Associate's Degree	\$1.6 million
Some College	\$1.5 million
High School Graduate	\$1.2 million
Non-High School Graduate	\$1 million

Improved state assessment scores and creating college-bound, high character students are the two things that succinctly define what Guap Academy is all about.

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D of this application form including any attachments used to support those responses **cannot exceed 60 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word "required" in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All attachments should be numbered and clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged.** The responses and all supporting attachments should be prepared/typed on white, 8 1/2" x 11" paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one (1) inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D in the prescribed order and numbered accordingly
3. Applicant's attachments (if any) supporting narrative responses
4. A copy of the school's calendar and daily schedule (required)
5. Facility use agreement (required)
6. Proposed budget using template provided (required)
7. Proposed salary schedule for both administrative and teaching positions (required)
8. Evidence of status as eligible entity (required)
9. Evidence of parental and community support (required)
10. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES NOR ANY OF THE ORIGINAL ATTACHMENTS.** In addition to the original unbound copy of the application and all attachments, **please submit: Six (6) bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, WordPerfect, or Adobe Acrobat PDF file.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on August 31, 2009. Please make sure that applications being submitted by U.S. Mail are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Public Charter Schools Office
Four Capitol Mall, Room 105-C Little Rock, AR 72201

D. Required Information

The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Ark. Code Ann. §6-23-101 et seq, the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages must be limited to no more than 60 pages.

Application Standards:

- 1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishing of this open- enrollment public charter school. Provide copies of any supporting evidence.***

A public hearing for the purposes of assessing community awareness of our proposed charter school was held at the West Memphis Public Library at 10:00am on August 31, 2009. It was attended by 24 people. The founder of Guap Academy Gerald Kiner made a presentation. Questions from the attendees were written on an index card then answered. See attachment 1

- 2. Provide documentation that each of the following requirements of the Ark. Code Ann.***

§6-23-302 were met:

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

This was done. See attachment 1A

- B. The notice of the 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 type and shall be no less than two by four inches or four by two inches in size.

This was done. See Attachment 1A

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

This was done. See Attachment 1A

- 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 public charter school will be located.

This was done. See Attachment 2

(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 or the Department of Education upon the request of the applicant.)

- 3. 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.**

Guap Academy's board of directors will comprise parents and community leaders from West Memphis Arkansas who willingly will donate their time, talents and efforts for the improvement of students in West Memphis and to support the school's operation. The executive director of Guap Academy will select the initial board. The founding board will consist of seven members

throughout one year. After the initial year, the founding members will select an additional eight board members according to the by-laws of the board. This will give us a total of 15 board members. The by-laws of the corporation will dictate the tenure of the board members. The Board will consist and is not limited to parents, teachers, retirees, lawyer(s), and other professionals.

The Board of Directors will meet bi-monthly-at a minimum quarterly- to oversee the affairs of the charter school. The Board of Directors will be in compliance to Arkansas' open meetings and public records laws. Guap Academy's Board of directors will have the responsibility to:

- Ensure that the goals, objectives, and mission statement of Guap Academy is adhered to
- Evaluate the performance of the school's principal/ director
- Cosign any checks above \$5000.00
- Support the school in fundraising, marketing, and other related activities
- Network with West Memphis community and business leaders to align the focus of the Guap Academy with the ever changing needs of the West Memphis community
- Provide financial oversight through budget approval and periodic review

4. Give the mission statement for the proposed open-enrollment public charter school.

The mission of Guap Academy is to break the unfortunate cycle of the yearly high dropout rate, low academic achievement, and low college entry in West Memphis, Arkansas by providing a highly motivated and high performing school environment with high expectations that focuses on 100% of its students getting *accepted* in college.

5. Describe the educational need for the school.

The West Memphis School District is in dire need of a quality small charter school to help stop the academic hemorrhaging of the high number of students that are

falling through the cracks and dragging down the results of the overall school district. Only 71% of students at West Memphis High School graduate, meaning 1 of 4 seniors will dropout of school. The inner-city high school where Guap Academy's founder Gerald Kinder has taught at for the past 15 years (Melrose High School) has a 93% graduation rate even though over 90% of the students at Melrose qualify for free lunch. We know how to reach and educate at-risk children.

According to the national educational watchdog group School Digger, West Memphis schools is ranked 181st out of 231 school districts.¹ The West Memphis district received a failing score of 1 out of 5 stars. This is the lowest rating a district can receive.² From the chart below you can see that the reading proficiency in West Memphis is appalling.³ This explains why so few students in West Memphis go on to college. Nearly 95% of students with disabilities are not proficient readers. Nearly 2 out of 3 black students aren't proficient readers. Nearly 60% of economically disadvantaged students aren't proficient readers. The facts show that West Memphis High School doesn't have the ability or the system in place to effectively teach students that have disabilities, students who are minorities, or students who are economically disadvantage how to learn. However, Guap Academy does.

**West Memphis School District
2007 Grade 11 Reading and Math Proficiency by Student Group**

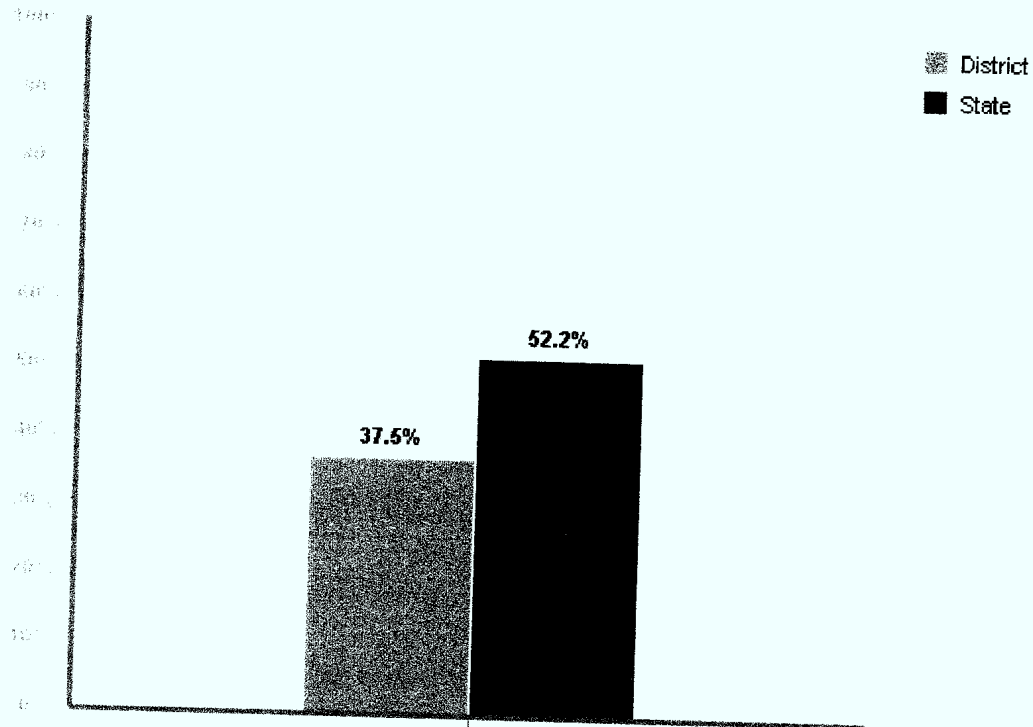
	Reading Proficiency
All Students	37.5%
Black	33.1%
White	66.0%
Female	37.9%
Male	36.8%
Economically Disadvantaged	38.4%
Students with Disabilities	5.6%

¹ School Digger. Retrieved on August 7, 2009 from <http://www.schooldigger.com/go/AR/district/08040/search.aspx>

² Ibid.

³ School Matters. West Memphis School District. Retrieved on Aug 1, 2009 from <http://www.schoolmatters.com/schools.aspx/q/page=dl/did=4293/midx=GradeJ11>

West Memphis School District 2007 Grade 11 Reading Proficiency



As you can see the state's scores are low and the West Memphis school district's scores are embarrassing low.⁴ Guap Academy can pull the low performing students and raise their scores which will dramatically improve the overall district's scores as well as the state's scores. This is the vision that US Secretary of Education Arne Duncan has in mind for districts and charter schools to work together in improving the results of the district.

⁴ School Matters. West Memphis School District. Retrieved on Aug 1, 2009 from <http://www.schoolmatters.com/schools.aspx/q/page=dl/did=4293/midx=GradeJ11>

West Memphis School District 2006 High School Geometry Proficiency



The college entrance exams for the West Memphis School District are low enough to grieve any true educator who knows the value of a college education. The chart below will show some of the worst scores in the country are found in the West Memphis School District.⁵ The need for a charter school in West Memphis that specializes in dealing with low performing students is very apparent. However, that need is not only apparent but its manifestation is required if we are to stop the academic hemorrhaging that is occurring in the West Memphis School District. The West Memphis School District is below the state in every statistical category academically.

⁵ Ibid.

Notice the shocking recent college entrance test scores from the recent 2008 academic school year from the chart below (data provided by the College Board and taken from School Matters website).⁶

West Memphis School District College Entrance Exams

	Year	District	State
SAT Reasoning Test* - Participation Rate	2008	0.3%	3.1%
PSAT/NMSQT** - Average Score	2008	133	145
PSAT/NMSQT** - Participation Rate	2008	10.0%	22.0%
AP*** - Scores of 3 or Above	2008	11.3	28.9
AP*** - Participation Rate	2008	14.9%	28.7%

In Guap Academy, 100% of our students will not only be required to take college entrance exams but they will take those exams. If they score well on the college entrance exam, this will increase their chances of receiving scholarships. Again, the statistics bear witness that high quality charter schools such as the one proposed by Guap Academy is highly needed in the West Memphis School District.

6. Describe the educational program to be offered by the public charter school.

The outstanding educational program offered by Guap Academy will be one where both the school day and the school year is extended to add increase learning to a community whose test scores are decreasing and dragging down the overall state performance. Guap Academy will offer a rigorous academic program for students' overage for grade or at risk for becoming overage for grade. We will offer an accelerated program that gives the student an opportunity to get back on track academically as well as graduate on time and be prepared to enroll instantly into college. Research shows that students who are behind a grade level and older than other students in the same grade have a higher probability to drop out of school than their peers who are not behind academically. The mixed aged, college preparatory, standards based curriculum, extended day, 210-day instructional year (42 days more than the students in the West Memphis School District receives) and individualized educational plan features of Guap Academy affords students and

⁶ Ibid.

faculty maximum flexibility in the teaching and learning interaction such that student need. The school day will be from 7:45 am to 5pm.

7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.

Year 1: Guap Academy will establish base-line data for 10th graders on the state norm-reference test

Year 2: 85% of Guap Academy students will exceed West Memphis School District and State achievement scores in 11th Grade Reading Proficiency

Year 3: 85% of Guap Academy students will exceed West Memphis School District and State achievement scores in Grade 11 Math Proficiency

100 % of Guap Academy students will take college entrance exams thus far exceeding participation rate the West Memphis School District and State.

Year 4: In accordance with NCLB and ACTAAP 100% of Guap Academy students will perform at or above proficiency on all state mandated assessments by the 2013-2014 school year.

Year 5: 90% of Guap Academy students will exceed West Memphis School District and State achievement scores in Math and Language Proficiency

8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

Guap Academy's curriculum is well aligned with that of the high standards set forth by the Arkansas Curriculum Frameworks. Teachers are expected to construct each student's individualized educational plan to completely align with the

Arkansas Curriculum Frameworks. The core body of knowledge and skills articulated within the Curriculum Frameworks sets forth the principles of a quality education. Arkansas has established assessments to measure students' progress to meet the standards within the Curriculum Frameworks. Guap Academy will ensure that its students meet and exceed these assessments by ensuring that our curriculum is aligned to the Arkansas Curriculum Frameworks.

Consequently, Guap Academy's expectation for its students in language arts, mathematics, history, science, art, music, and visual arts are well aligned to the Arkansas Curriculum Frameworks for the aforementioned subject areas. The individualized educational plans for each student in Guap Academy are designed to ensure that our students meet or exceed the expectation outlined in the Arkansas Curriculum Frameworks for the aforementioned subject area.

Summary of Curriculum Alignment

Language arts:

The Guap Academy language art curriculum is perfectly aligned with Arkansas language art expectations. In both, students are expected to communicate well, develop a love for the language, and be familiar with other genres and the contributions made by other cultures. By staying aligned with Arkansas language expectations we will ensure that students are excellent at listening, speaking, reading, and writing. Language and math teachers work together to cross teach the language of algebra and the language of geometry. Each grade at Guap Academy (9-12) will test students to ensure that they are at or exceed proficiency level for their grade. Proficiency alignment exams will occur every 2 weeks.

Mathematics:

In all mathematics areas Guap Academy meets the Arkansas mathematics expectations. Students gain the required knowledge in the areas of acquiring foundational skills in data and probability, algebraic reasoning skills, develop numbers sense and facility with operation, use estimation strategies, understand the concept of unit and make measurements, and understand geometric shapes and their properties. Whether it is Algebra 1-3, Algebra, Algebraic Connections, Algebraic Mathematics, Computer Mathematics, Geometry, Geometry A-B, Investigating Geometry, Pre-Calculus Including Trigonometry, Statistics, Topics in Discrete Mathematics, Topics in Finite Mathematics or Transition to College Mathematics, Guap Academy's individualized curriculum will strictly adhere to

Arkansas' mathematics expectation. Language and math teachers work together to cross teach the language of algebra and the language of geometry. Each grade at Guap Academy (9-12) will test students to ensure that they are at or exceed proficiency level for their grade. Proficiency alignment exams will occur every 2 weeks.

History:

Guap Academy's individualize curriculum for history strictly adheres to the Arkansas history expectation. Areas such as customs, traditions, beliefs of various cultures, compare and contrast how people in the past and present meet their basic needs and wants; understanding the importance of governance and how people used government today and in the past; contributions of diverse cultures, and understanding the work that people do. Whether it is American Government, American History, Arkansas History, Civics for Core Curriculum, Civics, Civics/American Government, Contemporary United States History, Economics, Psychology, Sociology, World Geography, or World History, Guap Academy's individualized curriculum will strictly adhere to Arkansas' history expectation. Each grade at Guap Academy (9-12) will test students to ensure that they are at or exceed proficiency level for their grade. Proficiency alignment exams will occur every 2 weeks.

Science:

Guap Academy's individualized curriculum is well aligned to the Arkansas science expectations. Both mandates investigative skills; understanding the interlocking of matter, motion and force; understand the function and diversity of living things; astronomy and space; the composition of the earth and the forces that shape it; and how living things interact with their environment. Whether it's Biology, Chemistry, Environmental Science, Physical Science, or Physics, Guap Academy's individualized curriculum will strictly adhere to the Arkansas science expectation.

The Fine Arts:

Guap Academy's individualized curriculum is well aligned to the Arkansas music and fine arts expectations. Students will develop and understanding and appreciation of visual and performing arts. Students will not only have book knowledge but they will be able to demonstrate mastery via hands on activities. Whether its Fine Arts Theater and Dance, Art I, Art II, Art III, Art IV, Art History I, Art History II, Instrumental Music I, Instrumental Music II, Instrumental Music III, Instrumental Music IV, Music Theory, Studio Art 2-D, Studio Art 3-D, Survey of Fine Arts, Vocal Music I, Vocal Music II, Vocal Music III, Vocal Music IV, Guap Academy's individualized curriculum will strictly adhere to Arkansas' fine arts expectation. Each grade at Guap Academy (9-12) will test students to ensure that they are at or exceed proficiency level for their grade. Proficiency alignment exams will occur every 2 weeks.

Foreign Language

Guap Academy individualize curriculum is well aligned to the Arkansas foreign language expectations. Due to the influx of Hispanics and the need for more Americans to be bilingual, Guap Academy will focus on teaching Spanish I and II in its initial years. Guap Academy's alignment with Arkansas Spanish curriculum framework includes basic instruction in pronunciation, aural comprehension, grammar necessary to master limited speaking and reading skills, along with Hispanic cultural and tradition and practical reading, writing, and grammar. Each grade at Guap Academy (9-12) will test students to ensure that they are at or exceed proficiency level for their grade. Proficiency alignment exams will occur every 2 weeks.

Physical Education and Health

Guap Academy's individualize curriculum is well aligned to the Arkansas physical education and health expectations. Guap Academy individualize curriculum for Health and Safety seeks to deliver content and learning experiences in nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision making skills, interpersonal communication skills, and information on the use and abuse of medications, alcohol, tobacco and other drugs. Guap Academy Physical Education courses include a curriculum that provides content and learning experiences in basic motor and movement skills as they relate to physical activity, health related

physical fitness, and lifetime sports and recreation. Each grade at Guap Academy (9-12) will test students to ensure that they are at or exceed proficiency level for their grade. Proficiency alignment exams will occur every 2 weeks.

Conclusion

Arkansas Curriculum Frameworks has outlined a curriculum that gives each student in Arkansas the foundation to be extremely successful and to perform better than they recently have on standardize test across the state. The low test results across Arkansas are not the result of the curriculum but are the results of school leaders and teachers not ensuring that the Arkansas Curriculum Frameworks is strictly followed. Guap Academy will have a school wide environment that highlights a portion of the Arkansas Curriculum Frameworks each day. Professional development will often focus on how to ensure that we are meeting the Arkansas Curriculum Frameworks. Students and parents will be exposed to the Arkansas Curriculum Framework to ensure that all are aware of the standards of learning. All courses we offer shall encompass the content standards defined by the Arkansas Curriculum Framework for each course.

9. 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 public charter school.

West Memphis is the largest city in Crittenden County, Arkansas, United States. The population was 27,666 at the 2000 census, with an estimated population of 28,181 in 2005, ranking it as the state's 12th largest city, behind Bentonville. It is considered part of the Memphis metropolitan area, and is located directly across the Mississippi River from Memphis. Due to travel restrictions, Guap Academy may affect only students from the West Memphis School District.

10. *Describe the plan for the school officials to provide and 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 ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2.)*

Guap Academy will release an annual report prior to November 15th each year in accordance with ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2. The report will outline the school's progress made during any previous academic year in meetings its academic objectives, standards compliance, and school improvement plan.

11. *Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public 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 public charter school than can be accommodated under the terms of the charter, except as allowed for in Code Ann. §6-23-306(14) (C). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).*

Guap Academy is a mixed aged high school which will only allow students to be admitted who are eligible to attend grades 9-12. Students will be admitted without regard prior measures of achievement, aptitude, or any other distinguishing factor. In accordance with the charter school law and rules of the Arkansas State Board of Education, any child of proper age and grade level living in the state of Arkansas will be eligible to apply to Guap Academy.

In accordance to federal law, no student will be denied enrollment based upon race, ethnicity, national origin, gender, disability or any other discriminating factor. Students will be able to withdraw from Guap Academy at any time and return to the school of their choice or the school they are require to attend.

Guap Academy believes in its mission statement, its vision, the teaching ability of its staff, and the core belief that all students can learn. Consequently, we will

readily accept students who have been expelled from the West Memphis School District.

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

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

12. 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.

Director (1)

- ✓ Master degree or higher in education or related field
- ✓ Acting as liaison between the board and the school staff
- ✓ Hiring school staff
- ✓ Acting as liaison between parents and board
- ✓ Gather community support
- ✓ Build parent networks
- ✓ Ensuring continuous improvement in school academic performance
- ✓ Conduct evaluating of staff
- ✓ Recommend pay adjustment for personnel
- ✓ Ensure compliance with all federal and state and local regulations
- ✓ Represent school in community activities
- ✓ Ensure academic and social programs meet the school vision
- ✓ Maintain excellent school climate and morale of staff
- ✓ Grant writing
- ✓ Mentor students

Dean of Students

- ✓ Bachelors or degree or higher in education or related field
- ✓ Assist the principal/director in carrying out his or her responsibilities
- ✓ Oversee writing of school handbook
- ✓ Promote the school

- ✓ Hold conferences with parents, teachers, and students to resolve concerns
- ✓ Foster team building among staff members
- ✓ Order and issue textbooks

Teachers (5)

- ✓ Set high expectations for all students
- ✓ Incorporate Arkansas Curriculum Framework
- ✓ Maintain daily lesson plans
- ✓ Maintain the Instructional Board Protocol
- ✓ Attend professional development workshops
- ✓ Communicate respectfully with students and parents
- ✓ Teach in the extended day and Saturday classes
- ✓ Proactively track student academic progress
- ✓ Conduct parent teacher conferences
- ✓ Motivate students to attend college or post secondary educational opportunities

Special Education (1)

- ✓ Bachelor degree or higher in related field
- ✓ Provide special education students with appropriate learning opportunities and experience
- ✓ Evaluate every student and help tailor an IEP for each student
- ✓ Collaborate with the classroom teacher enhance the overall learning environment for each student

School Nurse (.5)

- ✓ Nursing degree
- ✓ Ensure health services are provided to all students
- ✓ Teach proactive health strategies to students

Financial Secretary

- ✓ Bachelor degree in accounting or related field
- ✓ Attend administrative training session on school's Student Information System (SAMS and APSCN)
- ✓ Prepare the school to meet all reporting audit requirements
- ✓ Handle all federal, state, and local reporting requirements
- ✓ Manage employee benefits
- ✓ Prepare yearly budget along with the school director
- ✓ Administer payroll

- ✓ Set up accounting software
- ✓ Administer federal entitlement programs (e.g. Title I. I.D.E.A.)
- ✓ Prepare all paperwork for bookkeeper
- ✓ Prepare all paperwork for auditor

13. Explain how the school will conduct its business office, with what personnel, and described the process by which the governance structure of the school will adopt an annual budget.

The director and the financial secretary will oversee the day-to-day business operation of the school. The director and financial secretary will draft a school budget and submit it to the board of directors no later than June 1, of each year. The proposed budge will be in compliance with all Arkansas statues, State Board of Education rules and regulations, and Arkansas Department of Education (ADE) procedures for open enrollment charter schools. The Board of Directors will review the budget and make recommendations to the director. When the school administration has completed review and revisions, they present the budget to the Board of Directors for approval. Guap Academy will keep all student and financial data in a format that is compatible with reporting requirements of the Arkansas Public School Computer Network (APSCN).

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted.

The Board of Directors of Guap Academy will have the school's fiscal accounts audited annually at the schools expense by a certified public account. The audit will be finished by the close of each fiscal year. The audit will comprise the fiscal information used via ASPCN's reporting system. A copy of the annual audit report, approved by the Board of Directors will be filed by the school with agency after the end of the fiscal year for which the audit was made. If the board declines or refuses to endorse its audited report, it will file with the agency a copy of the audit report with its comments explaining reasons for failure to approve the report findings. The submission of the audit shall be rendered according to ADE fiscal regulations and timelines.

15. Provide a statement that the public 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.

Guap Academy will readily participate in the Arkansas Public School Computer Network for reporting educational data, as required by state statute or by State Board of Education rule.

16. 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 public charter school and the district pertaining to use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

The facility has 16 classrooms and 57,000 square feet of space. The West Memphis City Hall Planning and Development has approved it for school use. The building is a brand new building receiving its use and occupancy in 2009. The present use of the building is as a facility for a place of worship. Since the building was recently opened in 2009 there has been no prior use for the past three years.

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

The owner of the proposed facility is Old Saint Paul Church.

- (1) To our knowledge they have no relationship with: Members of the local board of the public school district where the proposed open-enrollment public charter school will be located.***
- (2) To our knowledge they have no relationship with: Employees of the public school district where the proposed open enrollment public charter school will be located,***
- (3) To our knowledge they have no relationship with: The eligible entity sponsoring the open-enrollment public charter school, or***
- (4) To our knowledge they have no relationship with: Employees/ directors/ administrators of the proposed open-enrollment public 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. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

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. There are no alcohol sales within 1000 feet of the facility.

17. Describe the manner in which the school will make provisions for the following student services:

A) Guidance Program

Guap Academy will provide guidance to aid students in educational /personal, social, and career development in accordance with the Standards for Accreditation. Guap Academy has requested a waiver from the Standards of Accreditation, XI. Support Services, A. Guidance and Counseling 3. regulating the student to counselor ratio.

B) Health Services

Guap Academy will employ a license nurse to provide the necessary student services in accordance with all state health statutes and ADE guidelines. Guap Academy will maintain health records on all students in accordance with guidelines developed by the ADE. All students enrolled in Guap Academy must meet immunizations requirements set by the State Board of Education and the Arkansas Department of Health.

C) Media Center

Guap Academy has requested a waiver from the Standards of Accreditation, XI. Support Services. Media Services Media Services 1-4. Nonetheless, Guap Academy will have a media lab where every child will have access to a computer and the internet to do research at 50 minutes during the school day. Also, West Memphis Public Library will be utilized to assist Guap Academy students and

every student will be required to have a library card via the West Memphis Public Library.

D) Transportation

The state does not provide transportation funding to charter schools; consequently, Guap Academy will not provide transportation except for field trips. Thus, we have allocated funding for field trips within our budget.

E) Special Education

For budgeting purposes, Guap Academy has assumed a Special Education enrollment of 10% or approximately 10 students needing services for the continuum of Special Education and related services available to any public school student. Guap Academy readily accepts its obligation to provide a free appropriate education to each IDEA eligible student, in the least restrictive environment possible. Our individual educational curriculum are such that almost all children, regardless of current level of functioning, can participate with regular peers to a significant degree, through differentiating those curriculums as necessary for individual needs. When necessary, Guap Academy will arrange for evaluations to be done through contacting services with the prior district or through a private vendor. Guap Academy will participate in the in the Arkansas Charter School Resource Center Service Consortium to utilize the shared services of a Special Education Supervisor and to utilize the Special Education Automated Software (SEAS) for IEP development, compliance management, and Medicaid billing.

F) Alternative Education

Guap Academy is in itself an alternative education program for those students overage for grade or at risk of becoming overage for grade whose only other alternative has been dropping out of high school. Consequently, Guap Academy has requested a waiver from A.C.A. § 6-18-508 and the State Board of Education's Rules and Regulations Governing Alternative Education.

G) Gifted and Talented Program

Guap Academy's instructional program is academically challenging and rigorous and expects to make its entire learner gifted and talented. Consequently we will not designate students specifically by ability level especially since it is our philosophy that all children can learn. Guap Academy is asking for an exemption from Standard XIV: Gifted and Talented Education 19.03.

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

18. Describe the manner in which the school will make provisions for food services. Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

Guap Academy will use the services of the ACSRC child nutrition consultant and either locate a cafeteria on site or enter into a catering agreement; nonetheless in one of the adjacent buildings on our campus we will provide a refrigerator and a microwave for our students and staff.

19. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

It is common knowledge that at most urban school districts, less than 10% of the parents actively participate in their child's high school education. At Guap Academy we will network with and have our parents actively involved with national organizations such as: National Coalition for Parent Involvement in Education, The Center for Parent Leadership, and or the National PTA. Guap Academy will also have its own parent teacher organization known as The Guap Group where parents learn how to network, form a support group for themselves, and share ideas for excelling in life.

Guap Academy plans to implement an extremely innovative and practical way to involve the parents or guardians of the enrolled students within the school and its educational program. In a survey of 100 parents in the West Memphis community, our researchers discovered 95% do not have a current resume, 80% of at least one parent was unemployed or seeking better employment, and 90 % do not have a computer with internet access in their homes. Based upon this research Guap Academy knows that we have a dual mission to help educate struggling students and struggling parents. It is projected that 100% of our students will come from households that are below the poverty level. Consequently, Guap Academy fully understands that in order to truly help the students we will help their parents as well. Therefore, at Guap Academy 100%

parent participation will be the norm. Moreover, to show our commitment to true parent engagement and involvement, Guap Academy will hire a full time staff member who is the Parent Coordinator/College Placement Officer whose job as it relates to parents will be to ensure that creative and innovative ways are being employed by Guap Academy to ensure that #1 parents are actively involved in the education of every student at Guap Academy, #2 parents are being taught to become empowered economically, and #3 parents are being developed socially.

Guap Academy will offer the parents the following:

For Economic Empowerment:

- ✓ Daily access to our computer lab
- ✓ Resume preparation assistance
- ✓ Job searching skills on websites such as Hot Jobs and Monster.Com
- ✓ Laptop computers to check out for up to 48 hours
- ✓ Free assistance to fill out financial aid paperwork for college
- ✓ Economic empowerment training
- ✓ On-site counseling service
- ✓ Set up all parents and students an email address

For Social Development

- ✓ Automatic membership into at least one national parent organization
- ✓ Automatic membership into the Guap Group
- ✓ Quarterly Parent Night Outs
- ✓ Quarterly Potlucks
- ✓ Attendance on all school related out of town field trips free of charge
- ✓ A parent led monthly news letter – print as well as online on the Guap Academy –West Memphis website

Guap Academy expects to become a national leader and set up best practices in the area of parental involvement.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the State Board of Education rules, including sections of the Standards for Rules as allowed, established by the State Board that the

open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

Guap Academy request waivers for the following sections for Arkansas Code Annotated (A.C.A.), State Board of Education Rules and Regulations, and Standards for Accreditation.

- A.C.A. §6-10-106. Uniform dates for beginning and end of school year.
Guap Academy may opt for a longer school year.
- A.C.A. §6-13-616(a). Qualifications of directors
Not applicable to open-enrollment charter schools, which have no district boundaries.
- A.C.A. §6-15-902. Grading scale
ADE Rules Governing Uniform Grading Scales
Guap Academy may adopt a grading scale that is more rigorous than that provided in this statute.
- ADE Rules Regulating Common Core System
ADE Rules Regulating Visual Art and Music Instruction
Standards for Accreditation- IV. Curriculum

Guap Academy will adopt the curriculum described in this application.
- A.C.A. §6-15-1004. Qualified teachers in every public school classroom.
A.C.A. §6-17-301. Employment of certified personnel.
A.C.A. §6-17-302. Public school principals- Qualifications and responsibilities.
A.C.A. §6-17-309. Certification- Waiver.
A.C.A. §6-17-401. et seq. Teacher's license requirement.
A.C.A. §6-17-418. Teacher certification- Arkansas history requirement.
A.C.A. §6-17-902. Definition of a Teacher.
A.C.A. §6-17-919. Warrants void without valid certificate and contract.
A.C.A. §6-17-920. Examination of teacher's contracts.
A.C.A. §6-17-980. Teacher's Salary Fund

A.C.A. §6-17-2302. (Act 1591 of 2007, regarding Business Managers)
ADE Rules Governing “Highly Qualified Teachers”
ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teachers to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
Standards for Accreditation- X. Personnel.

Guap Academy reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of licensure status, as provided by regulatory guidance for charter schools under No Child Left Behind.

- A.C.A. §6-17-203. Committee for each school district.
A.C.A. §6-17-1501. et seq. Teacher Fair Dismissal Act of 1983.
A.C.A. §6-17-1701. et seq. Public School Employee Fair Hearing Act.

Given that the Guap Academy’s charter may be revoked for nonperformance, the school reserves the same right for the timely dismissal of employees who are impeding the academic progress of students.

- A.C.A. §6-17-807. Additional days.
A.C.A. §6-17-2403. Minimum teacher compensation schedule.
ADE Rules- Certified Staff Salary Schedule
Act 847 of 2007 Concerning Public School Certified and Classified Employee Alternative Pay Programs

The Guap Academy intends to provide teacher compensation that is competitive with other local public and private schools. However, it reserves the right to determine specific salary schedules. A teacher who seeks employment with the school is assumed to have given tacit approval for participation in compensation plan.

- A.C.A. §6-18-508. Alternative learning environment.
As schools of choice, charter schools provide a learning environment that is appropriate for those students and parents who value the school’s mission and purpose.

- A.C.A. §6-25-101 et seq. Public School Library Media and Technology Act.
ADE Rules Regarding Eye and Vision Screening.
ADE Rules Regarding Nutrition and Physical Activity Standards
Standards for Accreditation-XI. Support Services.

Guap Academy will meet the intent of the act through cooperative and/or contractual agreements with mental and physical health providers, libraries, and museums in the community.

- A.C.A. §6-13-616. Qualifications of Directors.
Guap Academy Board of Directors will be elected by the members of the board and may include individuals that are non-residents of the state of Arkansas.

- A.C.A. §6-13-619. Meetings.
The Guap Academy Board will meet quarterly at a minimum.

- A.C.A. §6-13-630. Election by Zone and at Large.
The Guap Academy Board of Directors will be elected by the members of the board.

- A.C.A. §6-13-631. Effect on Minority Population on Election.
The Guap Academy Board of Directors will be elected by the members on the board.

- A.C.A. §6-13-634. School District Board of Directors- Size.
Guap Academy will follow the Bylaws of the incorporation.

- A.C.A. §6-14-101 et seq. Applicability of General Election Laws
Guap Academy will adhere to the bylaws of the non-profit board.

- A.C.A. §6-15-902 Grading Scales
Guap Academy will have the option of not utilizing a traditional grading scale for 9-12 students.

- A.C.A. §6-15-1005. Safe, Equitable, and Accountable Schools
Guap Academy reserves the right to employ highly qualified non-certified administrators (section h., 1-2)
- A.C.A. §6-16-102. School Day
The Guap Academy's Saturday classes and weekday classes are designed to allow teachers flexibility in scheduling instructional time. Guap Academy teachers will document attendance/ instructional time that meet or exceed the State Board of Education's Standards for Accreditation relating to instructional time.
- A.C.A. §6-17-203. Committee For Each School District
GUAP Academy will not utilize a personnel policy committee.
- A.C.A. §6-17-1001. Minimum Base Salary
Guap Academy requests the flexibility to utilize a performance based salary schedule and differentiated staffing structure.
- A.C.A. §6-21-304. Manner of Making Purchases.
Guap Academy may contract with out of state vendors to provide curriculum and management services.
- A.C.A. §6-21-406. Conditions for Offering Textbooks for Adoption, Sale, or Exchange.
Guap Academy may use curriculum that includes a large variety of high quality textbooks and other instructional materials that are not included on the State approved list.
- Standard X: Personnel
15.03.1 Licensure and Renewal
15.03.2
15.03.3
- A.C.A. § 6-21-410 Illegal Acts Involving School Officials
A.C.A. § 6-24-106 Administrators
The Board of Directors of Guap Academy will have the authority to enter into contracts with educational management organizations (EMO). Members of the management team may be employees of the EMO and subject to pensions and benefits of the EMO. Employees serving in this capacity will not participate in the Arkansas Teacher Retirement System or public school insurance programs.

- Standard XIII Gifted and Talented Education
18.01-18.03 Guap Academy will implement policies to meet the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration with students, teachers, parents, and community members to ensure maximum growth and development academically.
- §6-17-1001. Minimum bases salary- Master's degree.
Guap Academy shall designate the term "teacher" to include any employee who is highly qualified in their subject matter with or without a license from the State Board of Education.
- §6-13-608. Length of Directors' Terms
Trustees serve three years terms.
- Standard XI: 16.03.01. Health and Safety Services
School nurse requirements will be met.
- 16.01.01 through 16.01.03. Guidance and Counseling
Due to careful selection of an administrator and teachers at Guap Academy, the duties of providing appropriate guidance to aid students in and career development will be assumed by one or more of the staff.
- 6-20-1402-1407. Minimum School House Construction Standards
Guap Academy will meet all requirements regarding health and safety as well as the Americans with Disability Act (ADA) and Individuals with Disabilities Act (IDEA); however, it may or may not be able to meet all the minimum school house construction standards.
- School Uniforms requesting waiver: Guap Academy's perspective is that uniforms are to be worn by all students.

21. Describe the potential impact of the proposed open-enrollment public charter school on the efforts of affected public school district(s) to comply

with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Guap Academy's relatively small student body will have no statically significant impact on the efforts of the West Memphis School District to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

1 ✓

What is your mission?

2 ✓

What Is The Application Process?

3

✓

Why did you choose
West Memphis?

4

✓

How Many Students do you
Plan to have?

5

✓

What is the dress code?

6

✓

Is the school
gonna have black &
white student?

7
Is the school going to be year round

8
Is the school going to have sports?

9
Is the school free

✓

10
CAN anybody attend the
School

✓

11

✓

Why not start an elementary school?

12

✓

Are you going to start a
middle school?

13

✓

Why Just 100 students,

14

✓

Where would my teachers come from?

15

✓

Are you ~~hireing~~ hiring

16

✓

Don't you Think The School year
Is Too Long?

17 ✓
Why isn't there a charter school
in west Memphis now

18 ✓
Are You Going To Have
Computers?

State Capitol week in review

Governor orders top-to-bottom review of child welfare system

From Senator

Jim Luker
Earlier this year the legislature approved additional resources for the state child welfare system. The governor ordered a top-to-bottom review of the agencies that provide services for children from broken families.

The review is now complete, and the state Division of Children and Family Services is hiring additional employees so that they will not have unmanageable large case loads. The Division will hire 113 new case workers this fiscal year and another 60 next year. The Division will re-train existing employees and make sure that managers have the leadership skills to be in supervisory positions. The review ordered by the governor noted that some managers had signed off on unsatisfactory work and needed to do a better job of holding case workers accountable. Supervisors will get additional training.

A lingering problem for the Children and Family Services Division has been high turnover among employees due to low pay, high caseloads and the emotional stress of working with broken families and vulnerable children. The Division investigates allegations of abuse and neglect, and when necessary places children in foster homes.

With increased state and federal funding the Division will buy 665 laptops, computers and upgrade the agency's computer system. Employees will have better access to case files and will be able to complete paperwork more easily.

Also this year the legislature passed Acts 674 and 675 to require public disclosure when children are killed or nearly killed from abuse or neglect.

The agency now maintains a child fatality notification web site, listing the names, ages and gen-

ders of children whose deaths have been reported to the State Police hotline.

Trauma System Grants

The state has approved grants to 96 hospitals seeking to join the statewide trauma network created by the legislature earlier this year. The state has budgeted \$25 million this year to create a statewide trauma system.

The state Health Department will award the grants in the fall. They will be \$25,000 for Level IV hospitals, the lowest level, which will have to keep a trauma nurse available 24 hours a day. They must have an emergency physician on call.

Level I hospitals will provide the highest level of trauma care. They may receive up to \$1 million. They must have specialists and surgeons available 24 hours a day and will offer education and outreach programs to

teach people to prevent traumatic injuries.

Medicare Savings Programs

Senior citizens may be eligible for state help in paying for Medicare Part B premiums, as well as Medicare co-insurance and deductibles.

To find out more about the Medicare Savings Program, call either of these numbers: 1-866-801-3435 or 1-800-324-6330.

The state offers three levels of financial help, depending on your income and the amount of assets you own. Your home and your assets will not be touched if you apply. The state will not require you to spend down for help. If you are eligible, you will receive funds from the Medicare Savings Program.

Generally speaking, a couple is eligible for some type of assistance if their assets are less than \$6,000 and their income is less than \$1,639 a month.



Photo by Trip Cook

Scrubbing in
Alison Eardley (left), a registered nurse at Crittenden Regional Hospital, helps Roseana Rhodes into an environmental gown during an educational session for children by hospital personnel at the Margaret Woodfolk Library in Marion.

News Briefs

The Times prints news briefs about area events, organizations, schools and government agencies. News briefs are accepted at the Times office, by fax at 735-1020 or by e-mail news@theeveningtimes.com.

Community
- Crittenden County Election Commission - Filing to run for positions on the St. Francis Levee Board will begin August 24 through August 28. Candidates must own 40 acres of land within the Levee District and pay a filing fee of \$10. Ann Stone, County Election Secretary, will accept the filings. Call 901-480-6518. The election will be held the first Monday in November.

- Girl Scouts - Recruiting leaders for Crittenden County and the City of West Memphis. If you love working with girls and feel that you can change the face of leadership, we need you. If you would like to become a Girl Scout Troop Leader please call Patricia Willis at 901-767-1440 ext. 243 or e-mail patricia.willis@girlscouts.org. Volunteers are essential.

- The Neighborhood Center - Meet Mr. Chuck Host of "Hello Mr. Chuck" on Channel 10, 6 to 8 p.m. August 25 at 1300 Polk Ave., West Memphis. Free refreshments and child care for children 3 to 10 years old. Space is limited so make reservations now. Registration is free. Call 870-735-5527 to reserve your spot. Sponsored by Crittenden

Regional Hospital, Delta AHEC-North, West Memphis Public Library and West Memphis Parks and Recreation.

- The Crittenden County Chapter of the AARP - Meeting at 12:30 p.m. August 25 at the Schottel Center on Tyler Ave. Judy James, Patient Care Liaison, for Hospital Home Care will be guest speaker. Guests are welcome.

- Community Bible Study - Registration 9 a.m. August 26 at First Presbyterian Church, West Memphis. Covering the book of Genesis. Cost is \$25 for materials. Classes also available for babies through 3rd grade with a cost of \$10. Weekly classes start in August and continue through the school year. Ladies from all denominations are invited. For more information contact Diane Berry at 735-8477.

- First Presbyterian Church - Explorer's Bible Study will have registration and Gospel of John workbook (\$30) pickup 10 to 11 a.m. August 27, in Activities Building, 315 Missouri St., West Memphis. First lesson conducted the following Monday, same time. Scholarships available. Contact number 735-1490.

- AARP Driver Safety Program - 12:30 to 4:30 p.m. September 4 at the West Memphis Library. Refresher class for motorist 50 and older minimal fee \$12 for AARP members and \$14 for non members. 4 hour class - no test. Could result in

auto insurance discount.

- West Memphis Senior High Class of 1989 and Beyond - 20th Class Reunion Meeting 4 p.m. September 5 at Margaritas. For more information contact Chris Jarman at 901-921-6001, Ed Clark at 901-859-7891 or Shana Northcutt Crittenden at 901-301-9827.

- First United Methodist Church - Parent's Day Out, 215 North Missouri, West Memphis. Children ages 1-3, 9:00 to 2:00 p.m., Monday-Friday, beginning September 8. Call Cindy Cole at 735-1805 ext. 18.

- Sunday at the Cedars - 2 to 4 p.m. September 13. Barbara McKee, Potter. For more information contact Rosalind O'Hair at 870-739-4088.

- Gibson Bayou Homecoming - 9 a.m. September 19, 2 miles north of Earle on Hwy. 149. Music, silent auction, bake sale, barbecue and other food. Drawing for a John Deere Riding Mower. For more information contact Larry Miller at 870-208-5637 or Mike McNair at 901-603-2955.

- First United Methodist Church - Aerobics Classes 6 to 7 p.m. beginning September 21 in Denike Hall, 215 N. Missouri, West Memphis. Classes are free. Please bring a step, hand weights and a floor mat.

- St. Michael's Catholic Parish - Hosting Tuesday night bingo in the School Cafeteria. Doors open at 6:30 p.m.,

games begin promptly at 7 p.m. Win cash prizes and help St. Michael's Catholic Parish. 18 or older, smoke free, alcohol free.

- Hometown - Farmers Market 1 to 6 p.m. every Thursday until Oct. 6. Downtown Crawfordsville under the big shade tree. Open rain or shine. For more information call Rita Underhill at 870-702-7978 or Joe Marotti at 870-823-5822.

- 40 and 6 Organization - Monthly fish fry from 5 p.m. to 8 p.m. every third Friday of the month at 152 1/2 Legion Road in West Memphis.

- Senior Dance - Each Friday at Delta Shrine Building, 311 Graham, 7 to 10 p.m. \$5.00 admission with Door prizes. Open to everyone. Smoke free, alcohol free setting.

- American Legion Post 53 - Bingo 12 p.m. Saturdays, 1:30 p.m. Sundays and 5:30 p.m. Mondays. The proceeds help our Veterans in need plus community service. For information call 735-8603.

- Marion-West Memphis VFW Post 5225 - The VFW post hosts charity bingo each Friday and Saturday. Doors open at 5:30 p.m., and bingo begins at 6:30 p.m.

- West Memphis Parks and Recreation Commission - Meeting 5 p.m. second Tuesday of each month.

- Marion School Board - Meeting, 6 p.m., first Thursday.

- Marion City Council -

Meeting, 7 p.m., fourth Tuesday.

- Lakeshore Estates Council - Meeting 8 p.m. third Thursday at New Hope Baptist Church, 377 Estate Dr.

- Marion Planning Commission - Meeting, 6:30 p.m., first Tuesday.

- Clarkedale City Council - Meeting 8 p.m., second Monday.

Book sale tomorrow

The book sale at West Memphis Public Library continues tomorrow through Wednesday.

The sale is closed on today, but will reopen on Tuesday when the library opens at 10 a.m. and will close at 5 p.m.

Wednesday. New items may be added during the event. Available materials range from fiction to non-fiction, children's to adult, recent bestsellers to old favorites. Of special interest is a group of books on military and historical topics which were donated during the last sale. The library is located at the corner of Oliver and Avalon.

Full Line of Fishing Supplies!

- Minnows
- Crickets
- Red Worms
- Waxed Worms

with \$30 or more purchase
FREE CAMEL CAP

Open 7 Days A Week!

JONES BAIT & TACKLE SHOP
162 W. Tyler (Corner of Tyler & Main)
West Memphis • 870-735-0469
Mon-Thurs. 5:30am-7pm
Fri. & Sat. 2am-6pm

ON SALE NOW!

ELMO'S GREEN THUMB
A VEE CORPORATION PRODUCTION

SEPTEMBER 3-6

DESOTO CIVIC CENTER
Tickets: Box Office • 800-745-3000
ticketmaster • ticketmaster.com

TICKETS START AT \$12!

Attention:

TIMES SUBSCRIBERS

You can now read your "TIMES" on-line instantly, every day.

That's Right!
If you prefer reading your newspaper on your computer or other device...

Now You Can!

Everything is there from front to back at the touch of your finger 24 hours a day. All you need is your personal access code.

Subscribers: Call for your access code now!
870-735-1010
Crittenden Democrat

Humanitarian Outreach

Development Group

will be having a public hearing on

Monday, August 31, 2009

at 10:00am

at the:

West Memphis Public Library

for

Guap Academy College

Preparatory

News Briefs

The Times prints news briefs about area events, organizations, schools and government agencies. News briefs are accepted at the Times office, by fax at 735-1020 or by e-mail news@threetimes.com.

Community
- **Crowley's Ridge Development Council, Inc. (CRDC)** - Now taking applications for the Low-Income Home Energy Assistance Summer Crisis Program. You must have a shut off notice or already be disconnected to apply for this program. Crittenden County applications - Mondays and Wednesdays from 8:30 a.m. until noon and 1-3 p.m. by appointment only at 111 East Jackson in West Memphis. For an appointment or for more information call 870-400-4023.

- **Diabetes Support Group** - 5:30 to 7 p.m. August 18 at Schott Medical Education Center. The topic will be Chronic Illness presented by Michael Pitts, PsyD. Call 735-5527 to register.

- **Turrell High School** - Through August 18 Staff Development for teachers and pre-registration for all students. First day of school August 19.

- **West Memphis Senior High Class** of 1989 and Beyond - 20th Class

Reunion Meeting 4 p.m. August 15 and September 5 at Margie's. For more information contact Chris Jarman at 901-921-5001, Eric Clark at 901-859-7891 or Shane Northcutt Crittenden at 901-301-9927.

- **Robert E. Spillman #550** - Honor Night 8:30 p.m. August 20. Pot luck dinner to honor Sister Leigh Ripka District Deputy Grand Lecturer of District 13. Founders night, program presented during the meeting. All members and officers invited. Will be formal.

- **Benefit Concert for Marc Floresca** 6:30 p.m. August 21 at Southland Gaming and Racing Event Room. Live Music performed by "The Living Daylights" and silent auction. Tickets are \$25 each with all proceeds going to the Floresca family. For tickets or information contact Brian Doyle at 901-647-0122 or Kevin Steele at 870-635-1088.

- **Fraternity Order of the Eagles** - Hamburger super 6:30 p.m. August 22 at 310 E. Polk. For members and guests, karaoke to follow. For more information contact Karen Wallis at 870-454-5544.

- **Community Bible Study** - Registration 9 a.m. August 28 at First Presbyterian Church, West Memphis. Covering the book of Genesis. Cost is \$25 for

materials. Classes also available for babies through 3rd grade with a cost of \$10. Weekly classes start in August and continue through the school year. Ladies from all denominations are invited. For more information contact Diane Barry at 735-8477.

- **First Presbyterian Church** - Explorer's Bible Study will have registration and Gospel of John workbook (\$30) pick-up 10 to 11 a.m. August 27 in Activities Building, 315 Missouri St., West Memphis. First lesson conducted the following Monday, same time. Scholarships available. Contact number 735-1490.

- **Marion Patriot Class** of 1909 - 20 year Reunion 11 a.m. to 2 p.m. August 22 picnic at Marion High School, 6 p.m. to midnight memories and slide show, heavy hors d'oeuvres, DJ and dancing. Contact Cassandra Bradsher Meyers at 901-880-2191 or Tracy Young Clark at 901-225-9978.

- **AARP Driver Safety Program** - 12:30 to 4:30 p.m. September 4 at the West Memphis Library. Refresher class for motorist 50 and older minimal fee \$12 for AARP members and \$14 for non members. 4 hour class - no test. Could result in auto insurance discount.

- **First United Methodist Church** - Parents Day Out, 215 North Missouri, West Memphis. Children

ages 1-3, 9:00 to 2:00 p.m. Monday - Friday, beginning September 8. Call Cindy Cole at 735-1805 ext. 18.

- **Sunday at the Cedars** - 2 to 4 p.m. September 13 Barbara McKee, Porter. For more information contact Rosalind O'Neal at 870-738-4088.

- **Gibson Bayou Homecoming** - 9 a.m. September 19, 2 miles north of Earle on Hwy. 149. Music, silent auction, bake sale, barbecue and other food. Drawing for a John Deere Riding Mower. For more information contact Larry Miller at 870-208-5837 or Mike McNeil at 901-603-2985.

- **St. Michael's Catholic Parish** - Hosting Tuesday night bingo in the School Cafeteria. Doors open at 6:30 p.m., games begin promptly at 7 p.m. Win cash prizes and help St. Michael's Catholic Parish. 18 or older, smoke free, alcohol free.

- **Hometown Crawfordville** - Farmers Market 1 to 6 p.m. every Thursday until Oct. 8. Downtown Crawfordville under the big shade tree. Open rain or shine. For more information call Rita Underhill at 870-702-7976 or Joe Marini at 870-823-5822.

of the month at 152 1/2 Legion Road in West Memphis.

- **Senior Dance** - Each Friday at Delta Shrine Building, 311 Graham, 7 to 10 p.m. \$5.00 admission with Door prizes. Open to everyone. Smoke free, alcohol free setting.

- **American Legion Post 53** - Bingo 12 p.m. Saturdays, 1:30 p.m. Sundays and 5:30 p.m. Mondays. The pro-

ceeds help our Veterans in need plus community service. For information call 735-8803.

- **Marion-West Memphis VFW Post 5225** - The VFW post hosts charity bingo each Friday and Saturday. Doors open at 5:30 p.m., and bingo begins at 6:30 p.m.

- **West Memphis Parks and Recreation Commission** - Meeting 5 p.m. second Tuesday of each month.

Stop-Look-Read

Lift up your eyes, and look on the fields; for they are white already to harvest. St. John 4:35b



A Harvest of Souls

Gospel Tent Revival / Crusade is coming to the city of West Memphis, AR.

"FIVE (5) Nights Only!"

Salvation - Healing - Deliverance.

Old fashion Gospel preaching & teaching

Dates: Wed.-Sun. night, Aug. 19-23, 2009

Time: 7:00pm each night

Location: Vacant lot next to 15th at

Fellowship Hall 119 S. 15th St. - West Memphis, AR

Conducted by: Pastor/Evangelist Bobby L. Hayes Sr.

Pastor of Powerhouse COGIC

Host Pastor: Sept. Dr. John H. Bennett

Humanitarian Outreach Development Group

will be having a public hearing on Monday, August 31, 2009 at 10:00am at the: West Memphis Public Library for Guap Academy College Preparatory

Earle News by Sue Ann Elms

Party

Christina Littlejohn, Doug Manchester and Ray Sample were honored by their July birthdays with dinner at Catfish Island in Caldwell July 30.

Co-hosts were Charlotte Brooks and Uwe King. Earlene Brooks and Ellen Holloway won door prizes.

Others present were Peggy and Norman Moss, Jimmie Barham, Arthur Brooks, Sam Holloway, Mary Frances and Edmond Davis, Mary Jo Ragle, Frankie Swindle, Margaret and Dr. Steve Bailey, Kayla Victoria Wenzel, Max and Sue Ann Elms.

A donation was given to the Earle Baptist Church for the honorees.

The Crittenden County Red Hat Museum Museum met at Margarita's in West Memphis July 25. Mary Frances Davis, of Marion, and Margaret Bailey, of Earle, were Co-hosts.

Christine Littlejohn, of Earle, was recognized as having a July birthday and wore the traditional purple hat.

The tables were covered with purple beads. A purple bear completed the Red Hat theme.

Margaret read "What I Have Learned from Living in Arkansas" and Mary Frances read, "Only in America."

Door prize winners were Christine Littlejohn, Jean Burns, Mary Wheelless and Sam Bundy, of West Memphis, Clara Miller and Ann Rogers, of Marion, Ellen Holloway and Sue Ann Elms, of Earle.

Others present were Helen Belue and Janis Lancaster, of Earle, Glenda Warren, of Marion, and Ruby Pillow, of Heth.

Clara Miller is the Queen Mom.

Kayla Victoria Wenzel, of Mobile, Ala., was a young guest.

Visits

Kayla Wenzel, of Mobile, Ala., returned home August 3 after spending several weeks in the home of Margaret and Dr. Steve Bailey and Clint Bailey.

Jessica White and her daughters Allison and Ashley were at The Orpheum in Memphis recently where they attended the production of Dora.

Groups

Others present were Suzanne Hill, Helen Belue, Jean Burns and Ruth Morrison.

Jessica White and her daughters Allison and Ashley were at The Orpheum in Memphis recently where they attended the production of Dora.

Jean Burrow, of Des Arc, and Larry Burrow, of Hardy, were visitors in the home of Christine Littlejohn August 2.

Elizabeth and Jay Fong and children Kirvian and Braden, of San Jose, Calif., were in Earle recently visiting with friends.

Jessica and Jason White, of Crawfordville, are the parents of a son born July 31 at 6:25 p.m. at NEA Baptist Memorial Hospital in Jonesboro.

He has been named Caleb Lee. He weighed 7 pounds and 9 ounces and

was 21 inches long. He was welcomed home by his 3 year old sister, Lily.

Grandparents are Marilyn and Alex Canady, of Crawfordville and Cathy and Jerry White, of Marion.

Great grandparents are Johanna and Larry Hickman, of Hot Springs, and Juanita White, of Earle.

A total of 14 members of the children's and youth

groups, along with some guests, attended Methodist Church camp at Bear Creek last Tuesday and Wednesday.

The camp is near Marianna. Chaperones included Jane Speed, Tommy Buford, Adria and Mark Roberts, Curetta Allen and Martha Booker.

Jean Burrow, of Des Arc, and Larry Burrow, of Hardy, were visitors in the home of Christine Littlejohn August 2.

Elizabeth and Jay Fong and children Kirvian and Braden, of San Jose, Calif., were in Earle recently visiting with friends.

Jessica and Jason White, of Crawfordville, are the parents of a son born July 31 at 6:25 p.m. at NEA Baptist Memorial Hospital in Jonesboro.

He has been named Caleb Lee. He weighed 7 pounds and 9 ounces and

was 21 inches long. He was welcomed home by his 3 year old sister, Lily.

Grandparents are Marilyn and Alex Canady, of Crawfordville and Cathy and Jerry White, of Marion.

Great grandparents are Johanna and Larry Hickman, of Hot Springs, and Juanita White, of Earle.

A total of 14 members of the children's and youth

groups, along with some guests, attended Methodist Church camp at Bear Creek last Tuesday and Wednesday.

The camp is near Marianna. Chaperones included Jane Speed, Tommy Buford, Adria and Mark Roberts, Curetta Allen and Martha Booker.

ON SALE NOW!

ALL
SESAME STREET LIVE
A YEE CORPORATION PRODUCTION

SEPTEMBER 3-6

WANTON CROWD PLEASER

DESOTO CIVIC CENTER

Tickets: Box Office • 800-745-3000
ticketmaster • ticketmaster.com

TICKETS START AT \$12!

Tired of being unemployed or underemployed?

If you answered yes, Mid-South Community College has new opportunities for you!

Starting August 24, 2009, MSCC will be offering

FREE classes

in Diesel Maintenance and Machining Technology to those who qualify.

To find out if you're eligible, call 870.733.6845 today!

Career Pathways at Mid-South Community College can put you on the path to acquiring the skills you need to secure high-wage employment. Arkansas residents who have a child living at home under the age of 21 may qualify to receive paid tuition, free books, money for gasoline, and/or money for childcare. A family of four can have a 2008 income of \$75,000 and still qualify! If anything is stopping you from getting the training and education you need, call Pathways at 870.733.6845 to see if you qualify for help with your career goal.



2000 W. Broadway | West Memphis, Arkansas | www.midsouthcc.edu

MSCC Fall 2009 Registration

Tuesday, August 18th Thursday, August 20th
8:00am - 7:00pm 1:00pm - 4:00pm
8:00am - 7:00pm 8:00am - 7:00pm

For more information on Fall registration, contact the Admissions Office at 870.733.6845 or visit our website at www.midsouthcc.edu

Humanitarian Outreach



Development Group Inc.

4400 Hickory Hill Road

Memphis, TN 38141.

Phone: 901.590.1504

August 10, 2009

Attn: Mr. Bill Kessinger, Superintendent
Cc: West Memphis School Board Members
West Memphis School District
301 South Avalon
West Memphis, AR 72301

Re: Public Hearing for Guap Academy College Preparatory

Dear Mr. Kessinger:

Humanitarian Outreach Development Group will be having a public hearing for proposed Guap Academy College Preparatory Charter School on Monday, August 31, 2009 at 10:00 am located at the West Memphis Public Library 213 N. Avalon, West Memphis, Arkansas.

Thank you,

A handwritten signature in black ink, appearing to read 'Monique Wade', with a long horizontal flourish extending to the right.

Monique Wade
Assistant Executive Director

Humanitarian Outreach



Development Group Inc.

4400 Hickory Hill Road

Memphis, TN 38141.

Phone: 901.590.1504

August 10, 2009

Attn: Mr. Don Johnston, Superintendent
Cc: Marion School Board Members
Marion School District
200 Manor Street
Marion, AR 72364

Re: Public Hearing for Guap Academy College Preparatory

Dear Mr. Johnston:

Humanitarian Outreach Development Group will be having a public hearing for proposed Guap Academy College Preparatory Charter School on Monday, August 31, 2009 at 10:00 am located at the West Memphis Public Library 213 N. Avalon, West Memphis, Arkansas.

Thank you,

A handwritten signature in black ink, appearing to read 'Monique Wade', with a long horizontal flourish extending to the right.

Monique Wade
Assistant Executive Director

Humanitarian Outreach



Development Group Inc.

4400 Hickory Hill Road

Memphis, TN 38141.

Phone: 901.590.1504

August 10, 2009

Attn: Mr. Jack Crumbly, Superintendent

Cc: Earle School Board Members

Earle School District

1401 3rd Street

Earle, AR 72331

Re: Public Hearing for Guap Academy College Preparatory

Dear Mr. Crumbly:

Humanitarian Outreach Development Group will be having a public hearing for proposed Guap Academy College Preparatory Charter School on Monday, August 31, 2009 at 10:00 am located at the West Memphis Public Library 213 N. Avalon, West Memphis, Arkansas.

Thank you,

A handwritten signature in black ink, appearing to read 'Monique Wade'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Monique Wade

Assistant Executive Director

Guap Academy College Preparatory

2010-2011 School Calendar

<u>Date</u>	<u>Schedule</u>
July 14 - 18	Teacher Professional Development
July 21	First Quarter Begins
July 30	Teacher Review of Students Assessment Data/Planning – No Students
July 31	Teacher Review of Students Assessment Data/Planning – No Students
Aug 1	Teacher Review of Students Assessment Data/Planning – No Students
Aug 21	Saturday Class
Aug 28	Saturday Class
Sept 11	Saturday Class
Sept 18	Saturday Class
Oct 10	First Quarter Ends – 49 Student Instructional Days
Oct 13	Teacher Review of Students Assessment Data/Planning – No Students
Oct 14	Teacher Review of Students Assessment Data/Planning – No Students
Oct 15	Parent/Teacher Conferences – No Students
Oct 16	Second Quarter Begins
Oct 23	Saturday Class
Oct 30	Saturday Class
Nov 11	Veteran's Day – School Closed
Nov 13	Saturday Class
Nov 20	Saturday Class
Nov 24-28	Thanksgiving Break – School Closed
Dec 10 – Jan 10	Christmas Break
Jan 17	Second Quarter Ends – 42 Student Instructional Days
Jan 18	Observation of Dr. Martin Luther Kings Birthday – School Closed
Jan 20	Teacher Review of Student Assessment Data/Planning – No Students
Jan 21	Teacher Review of Student Assessment Data/Planning – No Students
Jan 22	Third Quarter Begins
Feb 12	Saturday Class
Feb 19	Saturday Class
Feb 15	Presidents Day – School Closed
Feb 26	Saturday Class
Mar 5	Saturday Class
Mar 12	Saturday Class
Mar 23- 27	Spring Break – School Closed
Apr 9	Third Quarter Ends – 57 Student Instructional Days
Apr 10	Teacher Review of Student Assessment Data/Planning – No Students
Apr 13	Teacher Review of Student Assessment Data/Planning – No Students

Apr 14	Parent/Teacher Conference – No Students
Apr 15	Fourth Quarter Begins
Apr 16	Saturday Class
April 23	Saturday Class
May 7	Saturday Class
May 14	Saturday Class
May 31	Memorial Day Break – School Closed
July 1	Fourth Quarter Ends – 62 Student Instruction Days

Total Instructional Days – 210

Guap Academy College Preparatory Charter School

Schedule

Time

Monday – Saturday

07:15 - 07:40	Breakfast
07:45 – 08:05	Homeroom
08:10 – 09:05	1 st Period
09:10 – 10:05	2 nd Period
10:10 – 11:05	3 rd Period
11:10 – 12:05	4 th Period
12:10 – 01:00	Lunch
01:05 – 01:55	Teacher Planning/ Student Lab Time*
02:00 – 03:00	5 th Period
03:05 – 03:55	6 th Period
04:00– 04:55	7 th Period
04:55- 05:00	Student Dismal

* Lab time overseen been administrator(s) and tutors

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): Old St. Paul Church

Lessee (Tenant): Guap Academy

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

Describe the present use of the facility and use for prior three (3) years:

Worship Center + Christian Education

504 S. 8th Street

Premises:

West Memphis, AR 72301
address

57,000 Sq ft
square footage

Terms of Lease:

5 yrs Renewal Each year

Rental Amount:

\$5,000.00 Monthly

Contingency:

The terms of this agreement are contingent upon

Guap Academy (sponsoring entity)
receiving a charter to operate an open-enrollment public
charter school from the State Board of Education
by August of 2009.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

Guap Academy

By Maria Wade

Date 8-27-09

Lessor:

Old Saint Paul

By Anthony, Pastor

Date 8-27-09

Public Charter School Application

Budget Worksheet / Template

<u>Line #</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (<u>100</u>) x (<u>5905</u>) State Foundation Funding		
3		\$ <u>590,500.00</u>	
4	Total State Charter School Aid		
5			
6	Other Sources of Revenues:		
7	Private Donations or Gifts		
8	Federal Grants (List the amount)		
9	Special Grants (List the amount)	\$ <u>250,000.00</u>	
10	Other (Specifically Describe)		
11			
12			
13	Total Other Sources of Revenues:		
14			
15	TOTAL REVENUES		\$ <u>840,500.00</u>
16			
17	<u>EXPENDITURES</u>	<u>AMOUNT</u>	<u>TOTAL</u>
18			
19	Administration:		
20	Salaries (No. of Positions <u>4</u>)	\$ <u>155,000.00</u>	
21	Fringe Benefits	\$ <u>27,900.00</u>	
22	Purchased Services		
23	Supplies and Materials	\$ <u>1,200.00</u>	
24	Equipment		
25	Other (Describe)		\$ <u>184,100.00</u>
26			

27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>5</u>)	<u>\$190,000.00</u>	
29	Fringe Benefits	<u>\$34,200.00</u>	
30	Purchased Services	<u>\$5,000.00</u>	
31	Supplies and Materials	<u>\$5,000.00</u>	
32	Equipment	<u>\$5,000.00</u>	
33	Other (Describe)	_____	<u>\$239,200.00</u>
34	(Budget Continued)		
35	Special Education		
36	Salaries: (No. of Positions <u> </u>)	<u>\$38,000.00</u>	
37	Fringe Benefits	<u>\$6,840.00</u>	
38	Purchased Services	_____	
39	Supplies and Materials	<u>\$1000.00</u>	
40	Equipment	_____	
41	Other (Describe)	_____	<u>\$45,840.00</u>
42		_____	
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u> </u>)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	<u>\$0.00</u>
50		_____	
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	<u>\$0.00</u>

58			
59	Guidance Services:		
60	Salaries: (No. of Positions ____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	<u>\$0.00</u>
66			
67	Health Services:		
68	Salaries: (No. of Positions .05)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	<u>\$27,000.00</u>	
71	Supplies and Materials	<u>\$2,000.00</u>	
72	Equipment	<u>\$2,000.00</u>	
73	Other (Describe)	_____	<u>\$31,000.00</u>
74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions ____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	<u>\$10,000.00</u>	
81	Other (Describe)	_____	<u>\$10,000.00</u>
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	<u>\$8,000.00</u>	
87	Supplies and Materials	_____	
88	Equipment	_____	

89	Other (Describe)		<u>\$8,000.00</u>
90			
91	Maintenance and Operations:		
92	Salaries: (No. of Positions ____)		
93	Fringe Benefits		
94	Purchased Services	<u>\$20,000.00</u>	
95	(include utilities)		
96	Supplies and Materials		
97	Equipment	<u>\$5,000.00</u>	
98	Other (Describe)		<u>\$25,000.00</u>
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions ____)		
102	Fringe Benefits		
103	Purchased Services	<u>\$10,000.00</u>	
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		<u>\$10,000.00</u>
107			
108	Food Services:		
109	Salaries: (No. of Positions ____)		
110	Fringe Benefits		
111	Purchased Services	<u>\$4,000.00</u>	
112	Supplies and Materials	<u>\$54,000.00</u>	
113	Equipment		
114	Other (Describe)		<u>\$60,000.00</u>
115			
116	Data Processing:		
117	Salaries: (No. of Positions ____)		
118	Fringe Benefits		
119	Purchased Services		

120	Supplies and Materials		
121	Equipment		
122	Other (Describe)		
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions <u>1</u>)	<u>\$20,000.00</u>	
126	Fringe Benefits	<u>\$3,600</u>	<u>\$23,600.00</u>
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	including facility upgrades)	<u>\$60,000.00</u>	
130	Please list upgrades:		
131			
	Utilities (contract for one total year		
132	including facility upgrades		
	Insurance (contract for one total year		
133	including facility upgrades		
134	Property Insurance	<u>\$7000.00</u>	
135	Content Insurance	<u>\$2,5000.00</u>	<u>\$69,500.00</u>
136			
137	Debt Expenditures:		
138	Other Expenditures:	<u>\$100,000.00</u>	<u>\$100,000.00</u>
139	(Describe)		
140			
141	TOTAL EXPENDITURES		<u>\$806,240.00</u>

Guap Academy College Preparatory Charter School

Salary Schedule

<u>Position</u>	<u>FY 2010 – 2011</u>
Director of Education	\$60,000.00
Dean of Students	\$40,000.00
Financial Secretary	\$27,500.00
Parent Coordinator/College Placement Officer	\$27,500.00
Teacher	\$38,000.00
Special Ed Teacher	\$38,000.00
Nurse (Part time)	\$27,000.00

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

DEPARTMENT OF THE TREASURY

Date:

AUG 07 2009

HUMANITARIAN OUTREACH DEVELOPMENT
GROUP INC
4400 HICKORY HILL RD
MEMPHIS, TN 38141

Employer Identification Number:
26-3789268

DLN:

17053084002029

Contact Person:

KAREN A BATEY

ID# 31641

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

December 31

Public Charity Status:

170(b)(1)(A)(vi)

Form 990 Required:

Yes

Effective Date of Exemption:

November 26, 2008

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:


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

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

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

HUMANITARIAN OUTREACH DEVELOPMENT

Sincerely,


Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

August 12, 2009

Dear Ms. Wade:

I am in full support of the goals and vision of Guap Academy College Preparatory which is to help reduce the number of students who drop out of school and increase the number of students going to college.

Thanks,

Signature: Johanie M. Conner Phone: 870-132-1391

Print Name: Johanie M. Conner

2907 Church street
West Memphis, AR 72301

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

August 12, 2009

Dear Ms. Wade:

I am in full support of the goals and vision of Guap Academy College Preparatory which is to help reduce the number of students who drop out of school and increase the number of students going to college.

Thanks,

Signature:

Rayfus Richmond

Phone:

(901) 508-9937

Print Name:

Rayfus Richmond

129 Willow - West Memphis, AR 72364

August 11, 2009

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

Dear Ms. Wade:

I am excited about what your organization is doing for the West Memphis area. As a parent and grandparent, I want the best education for my children and by every means do not want them behind in education. I highly support the vision and establishment of Guap Academy College Preparatory.

Thank you,


Stephanie Williams

2912 E. Polk Street
West Memphis, AR 72301

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

August 12, 2009

Dear Ms. Wade:

I am responding to your letter for parental support of Guap Academy College Preparatory. The future of our children are in our hands and they are our next generation.

I am in full support of the goals and vision of Guap Academy College Preparatory which is to help reduce the number of students who drop out of school and increase the number of students going to college.

Thanks,

Signature: Kalasharika Brewer Phone: 901-644-0450

Print Name: Kalasharika Brewer

P.O. Box 241
Proctor, AK 99574

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

Date: 8-19-09

Dear Ms. Wade:

I understand the mission of Guap Academy College Preparatory which plans to be located at Old St. Paul Missionary Baptist Church pastured by Rev. Frederick S. Anthony in West Memphis, AR.

I am in full support of the goals and vision of Guap Academy College Preparatory which is to:

- ✓ Help reduce the dropout rate
- ✓ Improve Attendance
- ✓ Increase the number of students going to college
- ✓ Help protect our neighborhood by keeping students from off the streets involved in crime/gang related activities.

Thanks,

Signature: Christy Hamrick

Print Name: Christy Hamrick

Business: Sears Business: Phone: 870-735-0007

Business Address: 209 Shoppingway-west Memphis

State AR Zip 72301

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

Date: 8/19/09

Dear Ms. Wade:

I understand the mission of Guap Academy College Preparatory which plans to be located at Old St. Paul Missionary Baptist Church pastured by Rev. Frederick S. Anthony in West Memphis, AR.

I am in full support of the goals and vision of Guap Academy College Preparatory which is to:

- ✓ Help reduce the dropout rate
- ✓ Improve Attendance
- ✓ Increase the number of students going to college
- ✓ Help protect our neighborhood by keeping students from off the streets involved in crime/gang related activities.

Thanks,

Signature: Karen E Cox

Print Name: KAREN E COX

Business: Holliday's Fashions Business: Phone: 901-735-02345

Business Address: 1800 N Missouri
West mpls
State AR Zip 72301

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

Date: 8/20/09

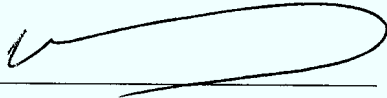
Dear Ms. Wade:

I understand the mission of Guap Academy College Preparatory which plans to be located at Old St. Paul Missionary Baptist Church pastured by Rev. Frederick S. Anthony in West Memphis, AR.

I am in full support of the goals and vision of Guap Academy College Preparatory which is to:

- ✓ Help reduce the dropout rate
- ✓ Improve Attendance
- ✓ Increase the number of students going to college
- ✓ Help protect our neighborhood by keeping students from off the streets involved in crime/gang related activities.

Thanks,

Signature: 

Print Name: Wesley EVANS

Business: Harons Saks & Lease Business: Phone: 870-733-9258

Business Address: 1800 N. Missouri #3

State AR Zip 72301

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

Date: 8/18/09

Dear Ms. Wade:

I understand the mission of Guap Academy College Preparatory which plans to be located at Old St. Paul Missionary Baptist Church pastured by Rev. Frederick S. Anthony in West Memphis, AR.

I am in full support of the goals and vision of Guap Academy College Preparatory which is to:

- ✓ Help reduce the dropout rate
- ✓ Improve Attendance
- ✓ Increase the number of students going to college
- ✓ Help protect our neighborhood by keeping students from off the streets involved in crime/gang related activities.

Thanks,

Signature: Anthony B. Woods

Print Name: Anthony B. Woods

Business: Satellite & Communications Business: Phone: (901) 880-0137

Business Address: 3900 Petro Rd. West Memphis

State Ark Zip 73201

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

Date: Aug 18, 2009

Dear Ms. Wade:

I understand the mission of Guap Academy College Preparatory which plans to be located at Old St. Paul Missionary Baptist Church pastured by Rev. Frederick S. Anthony in West Memphis, AR.

I am in full support of the goals and vision of Guap Academy College Preparatory which is to:

- ✓ Help reduce the dropout rate
- ✓ Improve Attendance
- ✓ Increase the number of students going to college
- ✓ Help protect our neighborhood by keeping students from off the streets involved in crime/gang related activities.

Thanks,

Signature: Antoinette Holmes

Print Name: Antoinette Holmes, store Manager

Business: M^cDonalds

Business: Phone: 870 735 6881

Business Address: 3901 Petro Rd

State West Memphis Zip ^{AR} 72301

To: Monique Wade
Humanitarian Outreach Development Group
4400 Hickory Hill Road
Memphis, TN 38141

Re: Letter of Support

Date: 8/18/09

Dear Ms. Wade:

I understand the mission of Guap Academy College Preparatory which plans to be located at Old St. Paul Missionary Baptist Church pastured by Rev. Frederick S. Anthony in West Memphis, AR.

I am in full support of the goals and vision of Guap Academy College Preparatory which is to:

- ✓ Help reduce the dropout rate
- ✓ Improve Attendance
- ✓ Increase the number of students going to college
- ✓ Help protect our neighborhood by keeping students from off the streets involved in crime/gang related activities.

Thanks,

Signature:

Phillip Griggs

Print Name:

Phillip Griggs

Business: *UltimateShades*

Business: Phone: *901-428-0045*

Business Address: *3900 Poplar Rd suite 208 west memphis*

State *AR* Zip *72301*

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Chief Operating Officer of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:


1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Ann. § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.


Signature of Chief Operating Officer of the School

Date: Aug 31, 2009


Print or type name

LEASE AGREEMENT

This Agreement, made this 27th day of August, between Old Saint Paul Church whose address is 304 S. 8th St. (the Lessor) and Gump Academy, whose address is 4400 Hickory Hill Rd, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises unto Lessee, subject to the terms and conditions contained herein, the following described property situated in Crittenden County, Arkansas:

(DESCRIPTION)

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on June 2010, and shall extend for a term of 5 years [months], ending at midnight on June 2015. [Note: If the lease is a periodic tenancy, rather than an estate for years, these provisions will have to be altered accordingly.]

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$300,000.00, payable in 60 equal [monthly] installments of \$ 5,000.00 each, to be paid in advance on the first day of June 2010, and on the first day of each and every [month] thereafter during the term of this lease.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use of [a substantial portion] [more than 10 percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. [Lessor] [Lessee] shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.

8. Use. Lessee agrees to use the leased premises for the purpose of operating Chesked School and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at 504 S. 8th West N. Hwy, Okla. P.O. Box 1116 West N. Hwy, Okla. 72802. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at West N. Hwy, Okla. 72802. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before

the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. [Lessee] shall maintain, at [Lessee's] expense, fire, hazard and extended coverage insurance, [including plate glass insurance,] in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to [Lessor] prior to the inception of this lease. [Lessee] shall reimburse [Lessor] for the premiums paid for such insurance upon receipt of notice of the amount due, if [Lessor] is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on [his, its] property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. **Liability Insurance.** Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than 100,000.00 per person, 100,000.00 per accident, and 100,000.00 for property damage. The policy representing such insurance shall name Lessor, [its successor, or his heirs] and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, [its successors, or his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. **Common Areas.** Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. **Compliance with Laws.** Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. **Trash.** All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Works Department].

22. **Title and Quiet Enjoyment.** Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. **Succession.** This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. **Waste.** Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. **Assets.** Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the

26. **Location.** Lessor warrants that the leased premises comply with all applicable zoning, fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. **Severability.** Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or

subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

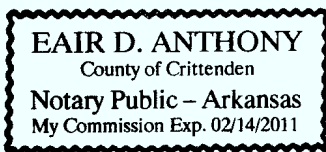
32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

[List Addresses]

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this 27th day of August, 2009



Old St. Paul Church by E. Anthony
Lessor

[Wife of Lessor]

Shap Academy / Myin Uad
Lessee

[ACKNOWLEDGMENT]

7008 2810 0000 2139 4892

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	\$	0965
Certified Fee	\$2.80	12
Return Receipt Fee (Endorsement Required)	\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$5.54	08/12/2009

Sent To
Jael Chubbly - Earle School District
Street, Apt. No.
or PO Box No. 1401 3rd Street
City, State, ZIP+4 Earle, AR 72331

PS Form 3800, August 2006 See Reverse for Instructions

7008 1830 0002 1805 2502

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	\$	0965
Certified Fee	\$2.80	12
Return Receipt Fee (Endorsement Required)	\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$5.54	08/12/2009

Sent To
Attn: Bill Kessinger - West Memphis District
Street, Apt. No.
or PO Box No. 301 South Avalon
City, State, ZIP+4 West Memphis, AR 72301

PS Form 3800, August 2006 See Reverse for Instructions

7008 1830 0002 1805 2496

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	\$	0965
Certified Fee	\$2.80	12
Return Receipt Fee (Endorsement Required)	\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$5.54	08/12/2009

Sent To
Attn: Don Johnston, Marion School District
Street, Apt. No.
or PO Box No. 200 Manor Street
City, State, ZIP+4 Marion, AR 72304

PS Form 3800, August 2006 See Reverse for Instructions

***Jewish and Christian
Professional Services
Delivery Service***

The following is the delivery information for certified item number - 00011183
Our records indicate that this item was delivered on August 31, 2009 at
12:16 (local time) to West Memphis School Board at 301 South Avalon, West
Memphis AR 72310.

Signature of
Recipient

Signature	Connie Overall
Printed Name	Connie Overall

Address of
Recipient

Verify Address	301 S. Avalon W. Memphis AR 72301
----------------	--------------------------------------

Thank you for using Jewish and Christian Professional Services.

Humanitarian Outreach



Development Group Inc.

4400 Hickory Hill Road

Memphis, TN 38141.

Phone: 901.590.1504

Attn: Mr. Bill Kessinger, Superintendent
Cc: West Memphis School Board Members
West Memphis School District
301 South Avalon
West Memphis, AR 72301

Re: Proposed Charter School Application for Guap Academy

August 31, 2009

Dear Mr. Kessinger,

Please find enclosed the final charter school application for proposed open – enrollment charter school, Guap Academy College Preparatory for the school year 2010-2011.

Thank you,

A handwritten signature in black ink, appearing to read 'Monique Wade'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Monique Wade
Assistant Executive Director

Application Cycle 2010

ADE Evaluation

Guap Academy College Preparatory School



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

September 28, 2009

Gerald Kinder
Humanitarian Outreach Development Group
4152 Friendly Way
Memphis, TN 38141

Dear Applicant:

Recently you received a letter dated September 25, 2009, from the Arkansas Department of Education, Charter School Office, that was sent with your completed review of your Charter application. The letter stated written responses should be returned "**no later than 4:00 p.m., Friday, October 28, 2009**". That date is incorrect.

The correct date for written responses is **no later than 4:00 p.m., Friday, October 23, 2009.** Responses received later than 4:00 p.m. on Friday, October 23, 2009, will not be accepted. Please allow for adequate mailing time and delivery.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Responses should be sent to the following address:

Mary Ann D. Brown, Ed.D
Charter School Office
Four Capital Mall, Room 105-C
Little Rock, AR 72201

We are sorry for any inconvenience this may have caused your office. Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D
Charter School Program Director

MAB/jf

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

September 25, 2009

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

Gerald Kinder
Humanitarian Outreach Development Group
4152 Friendly Way
Memphis, TN 38141

Dear Applicant:

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per 9.01 of the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

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 4:00 p.m., Friday October 28, 2009.

Responses should be sent to the following address:

Dr. Mary Ann D. Brown
Charter School Office
Four Capital Mall, Room 105-C
Little Rock, AR 72201

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

Thank you,

Mary Ann D. Brown, Ed.D.
Charter School Program Director

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Enclosure: Public Charter School Application Evaluation Report

2009-2010
Public Charter School
Application Evaluation Report

Guap College Academy Preparatory



Provided by:
Arkansas Department of Education
Charter School Office

Application Evaluation Report

Guap College Academy Preparatory

Charter School Application Evaluation Instrument.....	1
Eligible entity Status.....	2
Pre-Application Materials.....	2
Standards 1 and 2: Public Hearing Results.....	3
Standard 3: Governing Structure.....	3
Standard 4: Mission Statement.....	4
Standard 5: Educational Need.....	4
Standard 6: Educational Program.....	5
Standard 7: Academic Achievement Goals.....	5
Standard 8: Curriculum Development and Alignment.....	6
Standard 9: Geographical Service Area.....	6
Standard 10: Annual Progress Reports.....	7
Standard 11: Enrollment Criteria and Procedures.....	7
Standard 12: Staffing Plan.....	8
Standard 13: Business and Budgeting Plan.....	9
Standard 14: Financial and Programmatic Audit Plan.....	10
Standard 15: Arkansas Public School Computer Networking Assurances.....	10
Standard 16: Facilities.....	11
Standard 17: Student Services.....	12
Standard 18: Student Services (Food).....	12
Standard 19: Parental Involvement.....	13
Standard 20: Waivers.....	14
Standard 21: Desegregation Assurances.....	15
Attachment 1: Charter School Operations and Maintenance Compliance Report	



ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

- | | |
|--------------------------------------|--|
| Meets the Standard: | The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate. |
| Partially Meets the Standard: | The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information. |
| Does Not Meet the Standard: | The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice. |

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: Guap College Academy Preparatory

Eligible entity status:

- ☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☒ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application for Non-Sectarian Organization Exempt from Taxes
Approved - Please see letter from Internal Revenue Service dated of August 7, 2009.

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Letter of Intent was submitted within the deadline.	
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks a thorough description and evidence of public support exhibited at the hearing – i.e. sign in sheet, agenda, etc.	Pages 6-7, Attachment 1-2

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks a reasonable plan for involving parents, staff, students and community in the decision-making of the school. Please provide additional information in relation to governance and school management.	Pages 7-8

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Mission is meaningful and manageable.	Page 8
Concerns and Additional Questions	Reference
How will the mission/goals be measured?	Page 8

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks a specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.	Pages 8-12

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks a clear description of the proposed educational program, including but not limited to the foundation educational philosophy and curricular and instructional strategies to be employed.	Pages 12-13, School Calendar, and Schedule.

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks specific goals in reading, reading comprehension, mathematics, and mathematics reasoning. Application also lacks valid and reliable assessment tools for measuring each of the defined goals.	Page 13

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks evidence that the curriculum aligns with, or sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance. Also, please define proficiency alignment exams.	Pages 13-17

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks information on the school districts within the geographical area that may be affected, as well as, data on the expected number of students to transfer to the charter school.	Page 17

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks a clear and conceptually sound plan for documenting and reporting student performance data, as well as, a plan for dissemination of the annual report to appropriate stakeholders. Applicant must clarify the intention to publish the annual report on its school website and local newspaper.	Page 18

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks a student recruitment plan, a detailed enrollment and admissions process, as well as a process for an anonymous lottery process.	Pages 18-19

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks a job description for board members and an outline of professional qualifications for teachers. Clarification is needed regarding the FTE for the dean of students and financial secretary positions.	Pages 19-21, Salary Schedule

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application indicates that the school will hire a full-time financial secretary whose duties are outlined in the application. The application contains a process by which the Director prepares and submits an annual budget to the Board of Directors for their approval.	Page 21
Concerns and Additional Questions	Reference
The application does not describe any type of procurement plan. The applicant did not budget for Enhancement Funding, Professional Development Funding or NSLA Funding which would result in additional revenue. The budget includes \$250,000 from grant sources that may not be guaranteed funds. This would account for 30% of the total budgeted revenue. The budget template indicates that the school will have four administrative positions. This seems excessive for a projected enrollment of only 100 students. It is possible that not all of the positions are actual school administrators; however, the budget template does not include a specific breakdown. The subtotal for "Food Services" is not correct. The amount listed on the budget template is \$60,000. The correct amount is \$58,000. The applicant has budgeted \$100,000 under "Other Expenditures" but has no explanation or description of what expenditures might be charged in this category. The amount listed on the budget template for "TOTAL EXPENDITURES" is incorrect due to the addition error under "Food Services." The amount listed is \$806,240. The correct total is \$804,240.	Budget Template

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
The application states that an annual audit will be conducted by certified public accountant in accordance with Arkansas statutory requirements.	Page 21
Concerns and Additional Questions	Reference

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
The application assures that the school will participate in the Arkansas Public School Computer Network (APSCN) as required.	Page 21-22
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Response does not indicate an informed understanding of the facility needs of the school over the term of its charter. Please provide additional information regarding accommodations for special needs, classroom size, and altering facilities.		Pages 22-23, Facilities Utilization Agreement, and Lease Agreement
Legal Review		
<ol style="list-style-type: none"> 1. The application indicates that a lease will be entered into for a 57,000 square foot church facility to be used as the school facility. As the lease is with a sectarian organization, full disclosure of the lease terms will need to be made to the State Board pursuant to Ark. Code Ann. § 6-23-302 (c)(5)(C) (those terms are included in the proposed lease submitted by the Applicant). 2. Any facilities used by the Applicant 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. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed facilities as well as compliance with health, safety, building and zoning laws. 3. A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the Application is taken. 		
Charter School Site Visit Report Provided by the Division of Public School Academic Facilities and Transportation – Attachment 1		

STANDARD 17 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Media Center - Please clarify as to the partnership that has been established between the local library and the school, as well as the Arkansas Charter School Resource Center Service Consortium. Special Education – The Applicant needs to clarify that charter school will comply with all state and federal guidelines under IDEA and a more detailed sound plan for educating special education students.	Pages 23-25

STANDARD 18 OF APPLICATION: STUDENT SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application should provide a more detailed plan that addresses food services. In seeking to contract with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance. Please clarify as to the partnership that has been established between the ACSRC and the school.	Page 25

STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application provides a parent program. However, it lacks a specific plan for involving parents and guardians in the school's education programs. Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009 and federal parental involvement requirements.	Pages 25-26

STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Though few general descriptions were listed, application does not include an explanation of waivers requested or a description of how the school will address all waivers requested.	Pages 26-31
Legal Review	
<p>a.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-902, Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools, the Department's Rules Governing Highly Qualified Teachers, and the Department's Rules Governing Teacher Licensure:</p> <ul style="list-style-type: none"> • 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 Rules 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 and central registry checks. <p>b.) ADE Rules Regarding Nutrition and Physical Activity Standards (Standards): The Board may also grant a waiver to those portions of the Standards involving Ark. Code Ann. § 6-16-132, but may not grant a waiver to those portions of the Standards involving Ark. Code Ann. §§ 20-7-133 – 20-7-135 (as those statutes do not fall under Title 6 of the Education Code, and the Board is without power to grant waivers involving laws or Rules not in Title 6 of the Education Code. <u>See</u> Ark. Code Ann. § 6-23-302.)</p> <p>c.) Ark. Code Ann. § 6-15-902 ("Uniform grading scale"): § 6-15-902's use may be waived as to non-core (i.e., elective) courses only.</p> <p>d.) ADE Rules Governing Minimum Schoolhouse Construction: These Rules no longer exist; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.</p> <p>e.) The requests for waivers concerning ethics, Ark. Code Ann. §§ 6-21-410 ("Illegal acts involving school officials.") and 6-24-106 ("Ethical guidelines and prohibitions-Administrators") will not be recommended to the State Board for approval.</p>	

STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 31-32
Concerns and Additional Questions	Reference
For complete information, please see forthcoming Desegregation Memos from the Arkansas Department of Education -General Counsel Office.	

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School Name: GUAP Academy College Prep. Charter Date 9/16/2009

Address _____ Phone _____

Director Dr. Gerald Kinder E-Mail _____

School Contact (Name/Position) Dr. Gerald Kinder Phone _____

Facility is: _____ Proposed ☒ Existing _____ New Construction

Required Inspections and Staff Training

1. Maintenance Procedures Manual _____
2. Training Manual _____
3. Fire Extinguishers Serviced Annually _____
4. Fire Extinguishers Inspected Monthly _____
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall _____
6. Fire Alarm System tested/inspected annually _____
7. Fire Drills Performed Monthly _____
8. Natural Gas Distribution System Inspected Annually _____
9. RPZ Valves Inspected Annually _____
10. Asbestos Surveillance up to Date _____
11. MSDS Sheets up to Date and Accessible _____
12. Hot Water Boiler/Heater _____

Action Items (Follow-Up Required)

1. _____
2. _____
3. _____
4. _____

Specific Building Information

1. Building Name and LEA # Old St. Paul Missionary Baptist Church 2. Grade Configuration 9-12

3. Facility Built Date (including additions): Jan-09 4. Walk-thru of facility conducted: YES

5. Items Checked:

<input checked="" type="checkbox"/> HVAC System	<input checked="" type="checkbox"/> Roofs
<input checked="" type="checkbox"/> Exit Lights	<input type="checkbox"/> Plumbing/ ADA Compliance
<input type="checkbox"/> Hot Water Boilers & Heaters	<input type="checkbox"/> Electrical System
<input type="checkbox"/> Doors/Windows	<input type="checkbox"/> Interior / Exterior Lighting
<input checked="" type="checkbox"/> Emergency Lighting	<input type="checkbox"/> Floor Coverings
<input type="checkbox"/> Grounds Maintenance	<input type="checkbox"/> Fire Extinguishers
<input type="checkbox"/> Kitchen Equipment	<input checked="" type="checkbox"/> Fire Alarm
<input type="checkbox"/> Playground Equip.	<input checked="" type="checkbox"/> Stairwells
<input checked="" type="checkbox"/> Fire Sprinkler Systems	<input type="checkbox"/> Athletic Field Maintenance
<input checked="" type="checkbox"/> Elevators & Wheelchair Lifts	<input type="checkbox"/> Kitchen Hood Vent Suppression System
<input type="checkbox"/> Interior / Exterior Finishes	<input checked="" type="checkbox"/> Masonry & Concrete Building Exteriors
<input type="checkbox"/> Sidewalks, Driveways, Parking Areas, & Pave	
<input checked="" type="checkbox"/> Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas	
<input checked="" type="checkbox"/> Food Service	(Catered)

6. Building Comments: This facility is less than one year old. It is the main building for the church.

The charter school will be located on the second floor in the present Sunday School classes of
various sizes. The space available for the school is approximately 12,000 sq. ft. There is an elevator
and two sets of stairs. ADA compliant restroom is on the ground floor.

The construction appears to be a steel frame building with brick and stucco exterior on concrete.

7. Custodial (include equipment and storage):

<input type="checkbox"/> Storage Closets	<input type="checkbox"/> Restrooms
<input type="checkbox"/> Hallways/Classrooms/Offices	<input type="checkbox"/> Gymnasiums/Locker Rooms

Custodial Comments: _____

Summary of the General Condition of the Facility: Good

Action Items (Follow-up required):

1. Permitting and inspection by the City of West Memphis.
2. Certificate of Occupancy from the City of West Memphis prior to opening.
3. _____
4. _____
5. _____

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative: _____ Position: _____

Comments _____

Distribution: Charter School Office DPSAFT Project File
Guap Academy

Attachment 1

Application Cycle 2010

Response to Evaluation

Guap Academy College Preparatory School

Evaluation Response Guap Academy-West Memphis

To: Dr. Mary Brown

From: Dr. Gerald Kiner

Re: Response to evaluation process of the application for Open Enrollment Charter Schools

Date: October 21, 2009

RECEIVED
OCT 22 2009

CHARTER SCHOOL OFFICE

Standard 1 and 2

Partially meets the standard: "Applicant lacks a thorough description and evidence of public support exhibited at the hearing-i.e. sign in sheet, agenda, etc."

Guap Academy's Response:

The attendance of 24 citizens at 10:00 a.m. allowed us to assess public interest and public support. On page 24-42 in the **original application**, we attached a copy of 18 original questions that were written on post cards by 18 different individuals at the public hearing. This was meant to be evidence of interest.

Nevertheless, since our application has been made public via the internet, our public support has been overwhelming. The potential of Guap Academy coming to West Memphis has parents and educators more excited than they have ever been over any educational venture in recent memory. I have received phone calls from several dozens of people asking how they can play a part; most notably Dr. Tiwana K. Flagg (**See Attachment 1**) a former West Memphis school teacher, who called me and offered her full support. In fact, we have already met and she will be working at Guap Academy.

Moreover, other charter schools that have been approved had attendance at their public hearing that was in alignment with the attendance at Guap Academy's Public Hearing. The attendance record of 3 successful charter schools that have been recently approved was not very dramatic either in terms of attendance, see below.

- ✓ E-Stem had two public hearings that drew "between 45 and 50" people. The average of 22-24 is right in line with the attendance Guap Academy received.
- ✓ Covenant Keepers had 28 attendees. That number included those that sponsored the public hearing as well. If Guap Academy would have included the sponsoring team that we had in attendance we would have had 30 people at the public hearing.
- ✓ KIPP Delta had 30 people in attendance. Their success has been well documented.

Moreover, we had four letters of support found in our application. The only reason we did not include triple that number was do to the page limitation placed on the application itself.

Standard 3

Partially meets standard: "Application lacks a reasonable plan for involving parents, staff, students and community in decision-making of the school. Please provide additional information in relation to governance and school management."

Guap Academy's Response:

As was noted in the application- having *parental representation* on Guap Academy's Board of Directors, at least two parents, is a substantial way to ensure parental involvement in the decision making of the school.

Staff will have the opportunity to have a role in the decision making of the school in weekly staff meetings. Moreover, at weekly staff meetings, school data will be analyzed so that the next week's lesson plans can reflect the teacher's understanding of the needs of his or her students. Additionally, all staff members must be an active part of the School Improvement Team (SIT). The School Improvement Team will have six committees in which teachers and administrators shall all be a part of. Those six committees are listed as follows:

- ✓ The SIP Leadership Team Committee
- ✓ School Profile and Collaborative Committee
- ✓ Beliefs, Missions, and Vision Committee
- ✓ Curricular & Instructional Assessment Committee
- ✓ Action Plan Committee
- ✓ School Improvement Plan & Process Evaluation Committee

Each committee must meet weekly. The committee's entire purpose is to ascertain what it must do to ensure two things, #1 the school improves and #2 the school meets or exceeds AYP. The Principal will report these weekly committee findings to the Executive Director who must also report them to the Board of Directors.

Student involvement, Guap Academy will have a student council that will be active in making suggestions to the staff. Quarterly, the president of the student council will be allowed to make a presentation to the Guap Academy Board of Directors. This novel approach to student involvement gives the student body access to the school's decision makers, which is unseen for the study body of most schools.

Community involvement

Guap Academy will actively recruit community members to serve as mentors and tutors, donate to the school, chaperon on field trips, and be apart of the Guap Academy Board of Directors. Several community businesses listed below already have given Guap Academy letters of support which was found on page 65 in the attachment section of our original charter school application. The only reason we didn't document more was due to the page limit requirement for our application.

- ✓ Sears
- ✓ Holiday's Fashion
- ✓ Aaron's Sales and Lease
- ✓ Satellite and Communications
- ✓ McDonald's
- ✓ Ultimate Shades

Governance and School management

The Board of Directors, the Executive Director and the Principal of Guap Academy will be in charge of the governance and operation of the school. The Board of Directors of Guap Academy will include 9-15 members. The Board will encompass community leaders from businesses, educational institutions, and non-profit organizations. Board members will be chosen for the commitment to the philosophy of the school, their expertise in areas necessary for the successful management of the school, and their influence in gaining support for the school from diverse sections of the community. The Board will be responsible for establishing and expanding the vision of the school, making sure that appropriate actions are being taken to ensure that the vision is being realized, and taking corrective action as needed. The Board will meet monthly in order to ensure

timely review and monitoring of the school's progress and activities and to make any necessary changes as quickly as possible.

The Principal and Executive Director will be continuously involved in the process of reviewing and considering any policy or policy creation/modification. The Board will rely upon the Principal and Executive Director to articulate the feasibility of any policy that is approved by the board for Guap Academy. The Board, with the exception of policies that pertain to their positions, expects the Principal and Executive Director to be involved in all policy development. The Board will have the Principal to convey all policies, and policy changes, to his/her staff.

The Executive Director will serve as the intermediary between the Board of Directors and Guap Academy. The Board of Directors will not be directly involved in the day-to-day operation of the school. The Principal will report directly to the Executive Director who will provide day-to-day operational oversight. In addition, the Executive Director will serve as the financial agent of the school with discretion to contract for services, make payments and purchases (up to \$5,000), or approve purchases by others (up to \$5,000). The number of Directors for Guap Academy shall be no fewer than five and no more than 15.

Specific Functions/Powers of Directors

Fiscal oversight is one of the most important aspects of the board's responsibilities; therefore; the Board's fiduciary responsibility will receive critical attention during the first year of Guap Academy's operation. The Board will provide intense financial oversight of the school's funds to ensure that they are being efficiently, effectively, and appropriately spent. Monthly financial reports will be provided to the Board by the Executive Director.

According to the By-laws, the Board of Directors will also have the power:

1. To elect and remove Directors.
2. To select and remove officers, agents, and employees of Guap Academy.

3. To design and approve the job descriptions for all employees.
4. To make rules and regulations that will assist the Principal and Executive Director with the day-to-day operations of the school.
5. To negotiate all contracts in excess of \$5,000.00 necessary for the day-to-day operation of the school.
6. To make all decisions necessary for the investment of funds.
7. To acquire real or personal property, by purchase, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, otherwise dispose of such property.
8. To borrow money, incur debt, execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, and other evidences of debt and securities.
9. To review monthly financial statements.

The Board of Directors will make and monitor the policies for Guap Academy. The Board of Directors will supervise and evaluate the performance of the Principal and Executive Director. The Principal will be responsible for the hiring and termination of teachers and staff. The Board will review each resume and interview findings of a prospective teacher before an offer can be made. In the event that a terminated teacher or other staff member wishes to appeal the termination, that appeal will be made to and considered by the Board of Directors. As noted previously, the Board will work with the Principal and Executive Director toward the implementation of all policies and procedures.

Standard 4: Mission Statement

Partially meets the standard- "strengths- mission is meaningful and manageable: concerns and additional questions- how will the mission/goals be measured?"

Guap Academy's Response:

The application's original question "Give the mission statement for the proposed open-enrollment charter school" was answered completely. Although the application did not request us to state how the mission will be measured, we are excited to be given the opportunity to answer it at this time.

The mission of Guap Academy is to break the unfortunate cycle of yearly high drop-out rates, low academic achievement, and low-college entry in West Memphis, Arkansas by providing a highly motivated and high performing school environment with high expectations that focuses on 100% of its students getting accepted into college.

The above mission statement will be measured in several ways.

#1 The number of students returning to school and graduating each year will be used to measure drop-out rates.

#2 Breaking the unfortunate cycle of low academic achievement and in accordance to the state's compliance to NCLB, Guap Academy will use non-mandatory and mandatory assessment tools to measure student academic performance. Those tools include but are not limited to:

- Quizzes
- Test
- Daily assignments
- Student behavior
- Daily observations
- Parental feedback
- Pre-course content knowledge assessments
- Interim test
- End of the course exams
- Mandatory state test
- National test- ACT, SAT
- Benchmark exams

Performance data will be collected using the above strategies. It will be reported via students' report cards, daily grading of homework assignments, and progress reports to all parents. It will be used to improve instruction via placing students in ability groups and developing re-teaching and/ or accelerating teaching activities as necessary.

#3 Breaking the unfortunate cycle of low college entry for West Memphis students will be measured by the number of students enrolling into South West Community College's Dual Enrollment Program, the Concurrent Enrollment Programs at Arkansas State

University, Mid-South Community College, and/or any Dual Enrollment or Concurrent Enrollment program at any college.

#4 Breaking the unfortunate cycle of low college entry for West Memphis students will be measured by the number of students enrolling into college immediately after graduating from Guap Academy.

Standard 5: Educational Need

Partially meets the standard- Application lacks a specific rational for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Guap Academy's Response:

Unfortunately for the students and parents of West Memphis, enhancing or expanding the educational options currently available to them is not a daunting task.

Expanded or enhanced educational options for students at Guap Academy include:

- ✓ Creating a 9th Grade Academy which will track 9th graders and provide supplemental educational services for them throughout their academic career. This model helped Melrose High School in Memphis, TN obtain a 93% graduation rate.
- ✓ Individualized Learning Plans for all student which research shows is a best practice in leading charter schools
- ✓ Mentors for every student
- ✓ Field Trips (exposure trips for all students)
- ✓ College tour trips for all students
- ✓ Mandatory after school student sessions for all students
- ✓ Saturday enrichment classes for all students
- ✓ Extended school year for all students
- ✓ Peer mentoring for all students
- ✓ Parents will be mandated to participate in their child's education and attend at least one 2 hour "parent involvement workshops"

Evaluation Response Guap Academy-West Memphis

- ✓ Guap Academy will offer Dual Credit college classes or Concurrent classes which give students a chance to earn college credit and be enrolled in college while in high school.

The West Memphis School District has totally failed its residents and businesses by not provoking and motivating its students to become college graduates. Guap Academy will put an end to this low achieving and low reaching form of education immediately. The statistic below shows the percentages of residents with a college degree in West Memphis and the surrounding school districts. These statistics are not only embarrassing for the residents and the LEA, but for the entire state of Arkansas as well.

West Memphis School District

Adults with at Least a Bachelor's Degree	12.1%
--	-------

Marion School District- North of West Memphis 4.5 miles from West Memphis School District

Adults with at Least a Bachelor's Degree	18.3%
--	-------

Earle School District- West of West Memphis 17.9 miles from West Memphis School District

Adults with at Least a Bachelor's Degree	8.6%
--	------

Hughes School District- South West of West Memphis 20.7 miles from West Memphis School District

Adults with at Least a Bachelor's Degree	8.6%
--	------

* Source www.schoolmatters.com

Moreover, with the way things are currently going for the failing schools in West Memphis, the current generation of West Memphis students don't have college to look forward to either. Statistics below will show that whatever options are available in West Memphis have not been successful do to #1 two-thirds of its middle schools are in year 3 of restructuring and the only public high school has test scores that sag far behind the state in nearly every category. West Memphis School District is a good example of why the charter school laws were enacted- so that parents and students would have more options. Guap Academy clearly provides educational opportunities that do not currently exist for students in West Memphis, Arkansas.

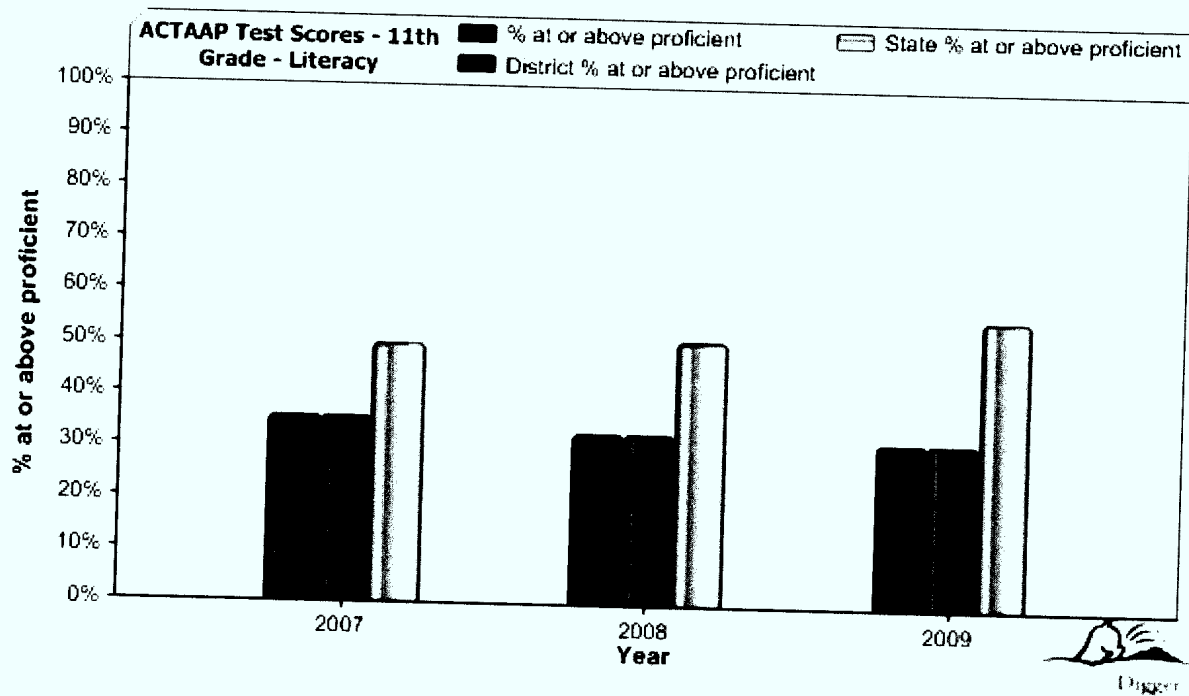
According to School Digger the education research group, and based upon Arkansas Department of Education Statistics:

Evaluation Response Guap Academy-West Memphis

- ✓ Wonder Junior High School (in Year 3 of School Improvement) ranks 282nd of 290 Arkansas public middle schools.
- ✓ East Junior High School (in Year 3 of School Improvement) ranks 265th of 290 Arkansas public middle schools.
- ✓ West Memphis High School ranks 237 of 253 public high schools.

More statistics show the following:

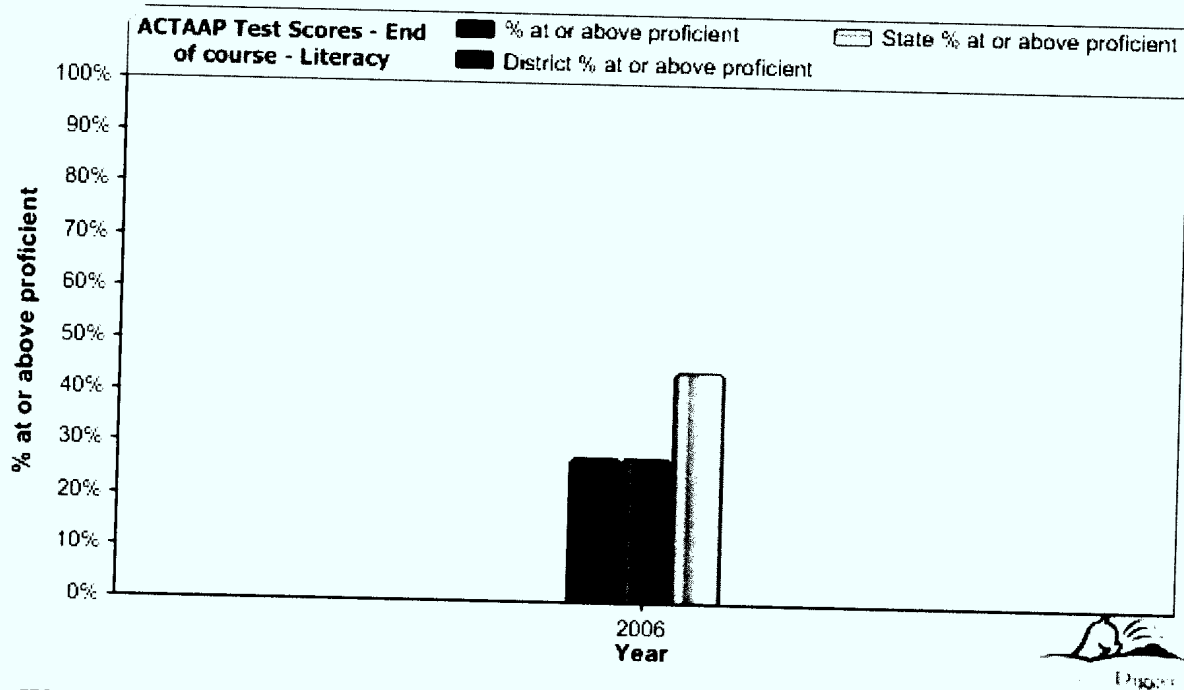
West Memphis High School - ACTAAP Test Scores - 11th Grade - Literacy



[About this chart](#)
[About ACTAAP](#)

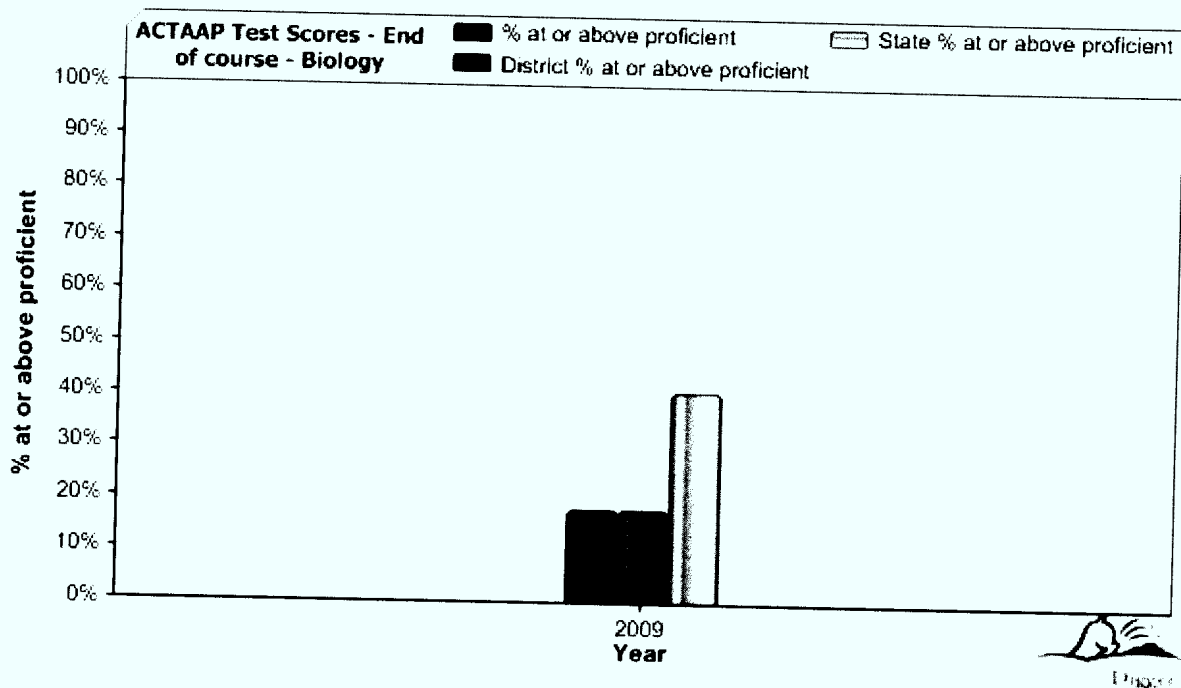
Source: Arkansas Dept of Education

**West Memphis High School - ACTAAP Test Scores - End of course -
Literacy**



West Memphis High School - ACTAAP Test Scores - End of course - Algebra I

West Memphis High School - ACTAAP Test Scores - End of course - Biology



[About this chart](#)
[About ACTAAP](#)

Source: Arkansas Dept of Education

About the charts

This graph shows three data columns for the "% at or above proficient" scoring students of the Arkansas Comprehensive Testing Assessment and Accountability Program (ACTAAP) Benchmark Exams for each year. The first column is the score for West Memphis High School, the second is the district average, and the third is the state average.

About Arkansas Comprehensive Testing Assessment and Accountability Program

The Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) encompasses the state's Smart Start Initiative, which focuses on Grades K-4; the state's Smart Step Initiative, which focuses on Grades 5-8; and education for Grades 9-12.

ACTAAP represents the culmination of extensive planning and discussion by Arkansas educators, policymakers, and school patrons. The authority to implement ACTAAP is firmly established in legislation by Act 999 of 1999. ACTAAP is a comprehensive system that focuses on high academic standards, professional development, student assessment, and accountability for schools.

Source: [Arkansas Dept of Education, Testing](#)

Standard 6: Educational Program

Partially meets the standard- application lacks a clear description of the educational program, including but not limited to the foundation educational philosophy and curricular and instructional strategies to be employed.

Guap Academy's Response:

Guap Academy's educational philosophy is based on all students can learn and should be encouraged to attend college or trade school so as to maximize their learning potential. We believe that parents and community members are essential to ensuring the proper development of youth.

Our curriculum is based upon #1 traditional state standard (Smart Core, Common Core, or requirements of IEP) in that we offer all of the required courses in language arts, the sciences, mathematics, social sciences and history, fine arts, and life skills.

#2 Our curriculum will offer Advance Placement courses. Our intention in offering an AP program is to provide college-level courses and introduce students to "a universe of knowledge that might otherwise remain unexplored in high school." Through AP Exams, students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. The fact that all AP courses have matching exams distinguishes the AP program from the single-school curricula and provides administrators with a reliable way of tracking not only student performance but also teacher performance. Although AP is generally considered a gifted/talented curriculum and is generally offered only in eleventh and twelfth grades, a few schools have begun to experiment with broader use of the curriculum. An ambitious experiment involving intensive use of AP courses and exams is currently underway at the BASIS School, a charter school in Arizona.

#3 Guap Academy will offer Dual Credit college classes or Concurrent classes which give students a chance to earn college credit while in high school. We already have an agreement in place with South West Community College, 14 miles away from Guap Academy's location, to allow our students to enter their Dual Enrollment Program (See **Attachment A**). This will be the first step in breaking the cycle of poverty that has plagued West Memphis, Arkansas for decades.

Instructional Methods

Instructional Methods

As is the best practice of other charter schools with similar goals of Guap Academy College Preparatory School, we will use specific teaching and learning strategies such as small group instruction; peer tutoring; one-on-one assistance with teacher and/or

educational assistant; service learning experiences; after-school programs and services; and online courses. Literacy development is at the core of the instructional methods and is integrated across subject areas; Thinking Maps; Cooperative Learning; and Differentiated Instruction.

Teachers will use instructional management rooted in mastery learning. Teachers will clearly focus lessons around what is essential for all students to know and to be able to do according to Arkansas standards and Student Level Expectations. This means organizing the curriculum, instruction, and assessments around clearly identified learning objectives and making certain that learning ultimately takes place. The teacher also provides frequent and specific feedback by using diagnostic, formative tests, as well as regularly correcting mistakes students make along their learning path. Students will be ensured numerous feedback loops, based on small units of well-defined, appropriately sequenced outcomes.

Instructional strategies will include the following:

Small Group Instruction

Peer Tutoring

One-on-one assistance (teacher or TA)

Service Learning Experience(s)

After-school programs

After-school services

Online Courses

Thinking Maps

Cooperative Learning

Differentiated Instruction

Guap Academy College Preparatory School will incorporate an open learning environment that only recognizes grade levels based upon the number of credits a student has. Consequently, students needing major intervention, will earn credits at their own pace, utilizing their Individualized Learning Plans (ILPs), without the traditional constraints of designated grade categorizations. Advance students, and students who are behind one or more grade levels, will be afforded the opportunity to follow an accelerated credit accumulation program. The open learning environment concept will take place in multi-age classrooms.

According to the *Gale Encyclopedia of Childhood & Adolescence*, there is an array of social advantages to the multiage, non-graded approach to education. Underachievers may feel more comfortable because they suffer less of a stigma than in a traditional, graded setting. Gifted students also benefit because they can work on enrichment and maintain a swifter pace. Older or more advanced students may gain valuable leadership skills as they engage in cooperative learning and tutoring of their classmates.

Standard 7: Academic Achievement Goals

Partially meets the standard- application lacks specific goals in reading, reading comprehension, mathematics, and mathematics reasoning. Application also lacks valid and reliable assessment tools for measuring each of the defined goals.

Guap Academy's Response:

Concerning lacking specific goals in reading, reading comprehension, mathematics, and mathematics reasoning, Guap Academy will set Adequate Yearly Progress goals so that 100% of students in NCLB subgroups will perform at the Proficient or advance Levels on criterion-referenced assessments by the 2013-2014 school year. During the first 3 years, our goal will be to have 33% of students within each subgroup who school at basic or below basic level, advance to at least proficient level each year. However, this annual goal may be adjusted during and after the last year as necessary to meet the 2013-2014 target of 100% proficiency.

As a college prep school, we are preparing our students to succeed on national norm test which are the test that will be used to make admittance or scholarship decisions for the students of Guap Academy.

State-Mandated Assessments

Guap Academy will participate in the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). Guap Academy students will participate in grade-appropriate state-mandated assessments which include the following:

Criterion-Referenced

- Algebra I and II end of the course
- Geometry end of the course
- 11th grade literacy
- Additional state benchmarks as developed

Norm-Referenced

- SAT-10 augmented or other norm-referenced test approved by the State Board of Education at 9-11
- ACT taken grades 9-11

Standard 8: Curriculum Development and Alignment

Application lacks evidence that the curriculum aligns with, or sound rational plan and timeline for aligning the curriculum with, the Arkansas Department of Education's

Evaluation Response Guap Academy-West Memphis

content standards, benchmarks and performance. Also, define proficiency alignment exams.

Guap Academy's Response:

Guap Academy will hire an independent contractor –Hannah Walker (**See Attachment B**) who was referred to us by JBHM President and founder Dr. Mike Walters. During our start up stage-Hannah Walker will work with Guap Academy to ensure our curriculum is aligned totally with the Arkansas Department of Education's content standards, benchmarks and performance before school opens and updated appropriately.

Nonetheless, due to the fact that Guap Academy will use Arkansas Smart Core and Common Curriculum, the majority of the curriculum by Guap Academy is aligned to the Arkansas Frameworks. Nonetheless, committees of teachers and administrators will be formed to #1 ensure they are aligned for accuracy if already aligned and #2 execute the work necessary to align the work if not already aligned.

Lastly, there will be no "proficiency alignment exams."

Standard 9: Geographical Service Area

Partially meets the standard- application lacks information on the school districts within the geographical area that may be affected, as well as, data on the expected number of students to transfer to the charter school.

Guap Academy's Response:

In year one since the proposed enrollment is only 100 students, Guap Academy does not expect other school districts within the geographical area to be significantly affected. In fact within the West Memphis School District, the amount of transfers will not be significant enough to make an impact on the transferring district. 100 students represent less than .017 percent of the enrollment of the West Memphis School District. Even as we add 100 students per year until we reach our capacity of 400 students, the surrounding districts will still represent less than .035 percent of the total enrollment for the transferring district(s).

West Memphis School District

Number of Students in District	6,125
Adults with at Least a High School Diploma	72.5%
Adults with at Least a Bachelor's Degree	12.1%

Marion School District- North of West Memphis 4.5 miles from West Memphis School District

Number of Students in District	3,957
Adults with at Least a High School Diploma	80.8%

Evaluation Response Guap Academy-West Memphis

Adults with at Least a Bachelor's Degree 18.3%

Earle School District- West of West Memphis 17.9 miles from West Memphis School District

Number of Students in District 880
Adults with at Least a High School Diploma 63.9%
Adults with at Least a Bachelor's Degree 8.6%

Hughes School District- South West of West Memphis 20.7 miles from West Memphis School District

Number of Students in District 497
Adults with at Least a High School Diploma 66.5%
Adults with at Least a Bachelor's Degree 8.6%

Total student for all four districts: 11,459

Standard 10 Annual Progress Report

Application lacks a clear and conceptually sound plan for documenting and reporting student performance data, as well as, a plan for dissemination of the annual report to appropriate stakeholders. Applicant must clarify the intention to publish the annual report on its school website and local newspaper.

Guap Academy's Response:

Before November 15 of the following year an annual report will be distributed. The annual report will be made available through the local newspaper and through the school's website. The annual report will include:

Racial composition	Effect on local districts	Staff qualifications	Test results by grade
Goal progression	% of students promoted	Student satisfaction	Staff attendance
F/R lunch data	Financial budget data	Student attendance	Parent satisfaction
Drop-out rate			

Standard 11-Enrollment Criteria and Procedures

Application lacks a student recruitment plan, a detailed enrollment and admissions process, as well as a process for an anonymous lottery process.

Guap Academy's Response:

Guap Academy will utilize advertising agencies, radio commercials, television advertising and billboards to ensure all students who want to attend Guap Academy have a right to do so. In the event that there is a waiting list we will utilize a lottery which is required by law. Students will then be placed within the school upon lottery pick in the event that too many apply for enrollment.

Standard 12: Staffing Plan

Application lacks a job description for board member and an outline of professional qualifications for teachers. Clarification is needed regarding the FTE for the dean of students and financial secretary positions.

Guap Academy's Response:

Summary of job description for board members

Board Members/directors

As mentioned earlier the board members will have the power:

- ✓ To elect and remove Directors.
- ✓ To select and remove officers, agents, and employees of the Guap Academy.
- ✓ To design and approve the job descriptions for all employees.
- ✓ To make rules and regulations that will assist the Principal and Executive Director with the day-to-day operations of the school.
- ✓ To negotiate all contracts in excess of \$5,000.00 necessary for the day-to-day operation of the school.
- ✓ To make all decisions necessary for the investment of funds.
- ✓ To acquire real or personal property, by purchase, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, otherwise dispose of such property.
- ✓ To borrow money, incur debt, execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, and other evidences of debt and securities.
- ✓ To review monthly financial statements.

Evaluation Response Guap Academy-West Memphis

The Board of Directors will make and monitor the policies for Guap Academy. The Board of Directors will supervise and evaluate the performance of the Principal and Executive Director. The Principal will be responsible for the hiring and termination of teachers and staff. The Board will review each resume and interview findings of a prospective teacher before an offer can be made. In the event that a terminated teacher or other staff member wishes to appeal the termination, that appeal will be made to and considered by the Board of Directors. As noted previously, the Board will work with the Principal and Executive Director toward the implementation of all policies and procedures. **(See Attachment C- Resumes of Board of Directors)**

Professional Qualifications of Teachers

Teachers will all be certified teachers and have professional licenses in content area except where exemptions are allowed and utilized by Guap Academy if necessary.

Dean of Students and Financial Secretary Positions Clarification

The financial secretary is a full time position and the Dean of Students is a half-time (.5) position.

Standard 13: Business and Budget plan

Does not meet standard- The application does not describe any procurement plan. The applicant did not budget for Enhancement Funding, Professional Development Funding, or NSLA Funding which would result in additional revenue. The budget includes \$250,000 from grant sources that may not be guaranteed funds. This would result in additional revenue. This would account for 30% of the total budget revenue. The budget template indicates that the school would the four administrative positions. This seems excessive for a projected enrollment of only 30 students. It is possible that not all the positions are actual school administrators; however, the budget template does not include a specific breakdown. The subtotal for "Food Services" is not correct. The amount listed on the budget template is \$60,000.00. The correct amount is \$58,000.00 The applicant has budgeted \$100,000.00 under "Other Expenditures" but has no explanation or description of what expenditures might be charged in this category. The amount listed for "TOTAL EXPENDITURES" is incorrect due to the addition error under "Food Services." The correct total is \$804,240.00"

Guap Academy's Response:

Procurement procedures

Evaluation Response Guap Academy-West Memphis

Guap Academy will follow the procedure in use by the Arkansas Department of Education, Procurement Guidelines, Federal Programs (**See Attachment C.2**).

Additional Revenue omitted from the budget

Guap Academy has now added revenue from Enhancement Funding, Professional Development Funding, and NSLA Funding to its budget. (**See Attachment D for revised Budget**).

Non-guaranteed funds

Guap Academy has removed the non-guaranteed grant funds of \$250,000.00 from the Walton Family Foundation from the budget and has not added the \$250,000.00 in Federal start-up funds to the budget.

Excessive administrators

Guap Academy has corrected the number of administrators from 4 to 1.5

Food Services Error

The amount listed on the revised budget as been corrected from \$60,000.00 to \$58,000.00.

“Other Expenditures”

The amount in other expenditures has been revised to show \$30,000.00 to be spent for consultants.

“TOTAL EXPENDITURES”

The total expenditures error has now been corrected. The revised budget shows a surplus.

Standard 14: Financial and Programmatic Audit Plan

Meets the Standard

Guap Academy’s Response:

N/A

Standard 15: Arkansas Public Computer Network Assurances

Meets the Standard

Guap Academy's Response:

N/A

Standard 16: Facilities

Partially meets the standards-Response does not indicate an informed understanding of the facility needs of the school over the term of its charter. Please provide additional information regarding accommodations for special needs, classroom size, and altering facilities.

Guap Academy's Response:

The facility complies with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADE) and Individuals with Disabilities Act (IDEA) and all other state and federal laws. West Memphis City Hall and Development has approved the facility for school use. The Division of Public School Academic Facilities and Transportation has inspected and approved the facility for school use (**See Attachment E**). According to law, the facility has undergone and passed every inspection required by law. As Guap Academy's enrollment increases by 100 students each year to a maximum enrollment of 400 students, we will have to find a new location. Our board member Dr. Sherry Chambers is a real-estate agent with Crye-Leike Realtors and is already in the process of making projections for a new location in anticipation of our 3 year growth plan.

Standard 17: Student Services

Partially meets standards- Media Center- Please clarify as to the partnership that has been established between the local library and the school, as well as the Arkansas Charter School Resource Center Service Consortium. The applicant needs to clarify that charter school will comply with all state and federal guidelines under IDEA and a more detailed sound plan for education special education students.

Guap Academy's Response:

West Memphis Public Library and Arkansas Charter School Resource Center Service Consortium.

Guap Academy will have the largest media center in West Memphis as it relates to internet available computers that are made available to our students as well as the general public. Nonetheless, we will also utilize the traditional way of accessing information through the public library. Rebecca Bledsoe, the Children's Librarian at the West Memphis Public Library, will provide the same services to Guap Academy that she does to other public schools in West Memphis. She will bring books to our school; make presentations on reading, dialogue with the students and parents about taking advantage of the library resources and more. We are seeking to utilize whatever resources the ACRCs will make available unto Guap Academy once our charter is officially approved.

Special Education

Individuals with Disabilities Act (IDEA) and state requirements will govern the acceptable manner in which we will ensure that any qualified student enrolled in our school is provided a free, appropriate education, in the least restrictive environment that will meet the child's need. Guap Academy will use routine assessments, screenings, and staff professional development to assist in the identification of students who may be in need of and qualify for special education services.

A full time special education teacher will work daily with teachers to ensure that the special education needs of students are being met through planning, adequate modifications/accommodations and necessary material are provided. We are prepared to provide or cause to be provided a continuum of special education programs and options; with the preferred setting being in the least restrictive environment. An Individualized Educational Program, designed to provide educational benefits will be available for each IDEA qualified student by a multi-disciplinary team including the child's parent(s). If related services are required for the child to benefit from the Individualized Educational Program, those services will also be provided. The staff will assess each student upon entering school to determine his or her own particular learning style and academic strengths and weaknesses. The enrollment application will allow parents the opportunity to share the child's past history regarding the child's accommodations and needs. Teachers will have access from records of previous schools along with any relevant evaluations.

Notices of IEP meetings- Comprehensive assessment and disability identified and eligible services under IDEA- parents will be apart of the child's committee. All required members will be present for the annual meeting to make adjustments on what related services will be provided.

Transition Planning- This program will offer assistance to students over 16 who will be receiving special education services. The ITP –Individual Transition Plan, will become a part of the student's IEP that's designed to provide appropriate interventions during school. The following interventions will include, but is not limited to, apprenticeship programs (ITT), mentoring, counseling, tutoring, and other outreach programs for youth.

The learning environment will be designed to meet a wide range of academic levels and learning styles. Low pupil to teacher ratios, individualized and group instruction, multi-sensory teaching approaches, and appreciation of multiple intelligence and child directed learning will be classroom features that will help students meet academic potential. All identified students will receive support, remediation, modifications, and consultation services. Ongoing assessments and review of the IEP will identify special areas of weakness for all students. These areas will be addressed through additional individual and group instruction, tutorials, parent/community volunteers, student interns, and peer teaching when/where appropriate.

If all interventions and resources in the school have been exhausted, the special education teacher/ director will arrange for necessary evaluations to be carried out through contracted services with the prior district. Guap Academy Public Charter School, upon final approval of our charter, will immediately seek to participate in Arkansas Resource Center Service Consortium to utilize the shared services of a Special Education Supervisor and to utilize the Special Education Automated Software (SEAS), for IEP development, compliance management, and Medicaid billing.

Standard 18: Student Services

Does not meet the Standard- application should provide a more detailed plan that addresses food service services. In seeking to contract with outside food vendors please be sure to contract the Child Nutrition Unit for proper guidance. Please clarify as to the partnership that has been established between the ACSRC and the school.

Guap Academy's Response:

Robin Benetz the CEO of Mom's Catering has agreed to provide consultant and training services to Guap Academy College Preparatory School's catering service (**See Attachment F**). Mom's Catering has an outstanding relationship with the Child Nutrition Unit. Mom's Catering supplies full nutritional services for 5 charter schools in Little Rock, Arkansas. Guap Academy is proud to know that its nutritional program, under the direction of Mom's Catering will immediately be on par with other charter schools headquartered in Little Rock.

Standard 19: Parental Involvement

Does not meet the Standard- application provides a parent program. However, it lacks a specific plan for involving parents and guardians in the school's educational program. Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009 and federal parental involvement requirements.

Guap Academy's Response:

Our plan for involving parents and guardians in our school's educational program is as follows:

Evaluation Response Guap Academy-West Memphis

- Mandated parent involvement- volunteering, supporting at home with homework and use of time, fundraising, and training for parents.
- Community/ parent liaison to help with recruiting, training and working with the parents on a regular basis.

As required under ACT 603 of 2003, Guap Academy will assure the participation of all certified teachers and administrators in professional development.

1. All certified teacher will be required 2 hours of professional development.
2. All administrators will be required 3 hours of professional development.

As required under ACT 307 of 2007 Guap Academy will:

1. Make available informational packets which will explain our parental involvement program; the recommended role of the parent, student, teacher and school, list ways parents can become involved in the school and their child's education, give a survey for the parent regarding volunteering at the Guap Academy for activities planned throughout the school year, provide a system to allow the parents and teachers to communicate in a regular two way meaningful manner with the child's teacher and principal (Parent Center will allow for this two-way exchange).
2. Conduct Parent Involvement Meetings which will provide parents with a report giving an overview of what the students will be learning, how the students will be assessed, what the parents should expect for their child's education, and how a parent can assist and make a difference in his or her child's education.
3. Provide a volunteer resource book which will list the interests and availability of volunteers so that the school staff may determine how frequently a volunteer would like to participate, cover options to include help at home and match school needs with volunteer interests.
4. Include a school handbook which will consist of the school's process for resolving parental concerns, how to define a problem, whom to approach first, and how to develop solutions.
5. Conduct seminars to inform the parents on how to be involved in decisions such as those affecting course selections, career planning, and preparation for postsecondary opportunities.
6. Enable the formation of PTA/PTO to foster parental and community involvement within the school. Leaders of this organization will be utilized in appropriate decisions affecting the children and families.
7. Provide a parent facilitator who will be a certified staff member that will receive supplemental pay for the assigned duties as required by law.

8. Hold 2 Parent/Teacher Conferences per year.

As required under ACT 397 of 2009, Guap Academy will comply with the 2 school level components by:

1. Providing instruction to the parent on how to incorporate developmentally appropriate learning activities in the home environment. These include, without limitations:

- A. Role play and demonstration by trained volunteers
- B. The use of and access to Department of Education website tools for parents
- C. Assistance with nutritional meal planning and preparation
- D. Other strategies or curricula developed or acquired by the district

2. Engaging in other activities determined by the school to help a parent assist in his or her child's learning.

As federal requirements Guap Academy will:

1. Have a Title 1 Parent Compact in place in our Title 1 Center. This will be stated in our ACSIP plan.

2. Meet the 6 requirements for building parental capacity for involvement which are listed below.

A. Providing assistance to parents in understanding content on how to monitor a child's progress; standards, and academic assessments.

B. Providing materials and training to help parents work with their children to improve academic achievement.

C. Educating teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents.

D. Coordinating and integrating parent involvement programs and activities.

E. Ensuring that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand.

F. Providing other reasonable support for parental involvement activities as parents may request.

3. Have a Parental Involvement Plan in place.

A. As a Title 1 School, Guap Academy will have parental involvement components as per the Title 1 Non Regulatory Guidance document for Parental Involvement.

B. In the event our school is placed in School Improvement we will include actions in the ACSIP to describe how the school will provide parents written notices, in multiple languages if applicable, about the school's identification (Whole School, Targeted Improvement, subpopulations and subjects) that caused us to be in school improvement.

- Letters of notification will be mailed 14 days prior to the beginning of the school year and 30 days prior to the beginning of the following school year as per the Supplemental Educational Services (SES) Non Regulatory Guidance Document, dated January 14, 2009
- Guap Academy's ACSIP will specify the strategies that will be used to promote parental involvement for schools in school improvement.

Standard 20: Waivers

Partially meets the Standard- though few general descriptions were listed, application does not include an explanation of waivers requested or a description of how the school will address all waivers requested.

Guap Academy's Response:

Guap Academy request waivers for the following sections for Arkansas Code Annotated (A.C.A.), State Board of Education Rules and Regulations, and Standards for Accreditation.

- A.C.A. §6-10-106. Uniform dates for beginning and end of school year.
Guap Academy may opt for a longer school year. A longer school year has been shown to increase academic achievement.
- A.C.A. §6-13-616(a). Qualifications of directors
Not applicable to open-enrollment charter schools, which have no district boundaries.
- A.C.A. §6-15-902. Grading scale
ADE Rules Governing Uniform Grading Scales
Guap Academy may adopt a grading scale that is more rigorous than that provided in this statute; this will help us meet our objectives on having a rigorous college preparatory environment.

Evaluation Response Guap Academy-West Memphis

- ADE Rules Regulating Common Core System
ADE Rules Regulating Visual Art and Music Instruction
Standards for Accreditation- IV. Curriculum

Guap Academy may adopt the curriculum described in this application.

- A.C.A. §6-15-1004. Qualified teachers in every public school classroom.
A.C.A. §6-17-301. Employment of certified personnel.
A.C.A. §6-17-302. Public school principals- Qualifications and responsibilities.
A.C.A. §6-17-309. Certification- Waiver.
A.C.A. §6-17-401. et seq. Teacher's license requirement.
A.C.A. §6-17-418. Teacher certification- Arkansas history requirement.
A.C.A. §6-17-902. Definition of a Teacher.
A.C.A. §6-17-980. Teacher's Salary Fund
A.C.A. §6-17-2302. (Act 1591 of 2007, regarding Business Managers)
ADE Rules Governing "Highly Qualified Teachers"
ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teachers to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
Standards for Accreditation- X. Personnel.

Guap Academy reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of licensure status, as provided by regulatory guidance for charter schools under No Child Left Behind.

- A.C.A. §6-17-203. Committee for each school district.
A.C.A. §6-17-1501. et seq. Teacher Fair Dismissal Act of 1983.
A.C.A. §6-17-1701. et seq. Public School Employee Fair Hearing Act.

Given that Guap Academy's charter may be revoked for nonperformance, the school reserves the same right for the timely dismissal of employees who are impeding the academic progress of students.

- A.C.A. §6-17-807. Additional days.
A.C.A. §6-17-2403. Minimum teacher compensation schedule.
ADE Rules- Certified Staff Salary Schedule
Act 847 of 2007 Concerning Public School Certified and Classified Employee Alternative Pay Programs

Guap Academy intends to provide teacher compensation that is competitive with other local public and private schools. However, it reserves the right to determine

specific salary schedules. A teacher who seeks employment with the school is assumed to have given tacit approval for participation in compensation plan.

- A.C.A. §6-18-508. Alternative learning environment.
As schools of choice, charter schools provide a learning environment that is appropriate for those students and parents who value the school's mission and purpose.
- A.C.A. §6-25-101 et seq. Public School Library Media and Technology Act.
ADE Rules Regarding Eye and Vision Screening.
ADE Rules Regarding Nutrition and Physical Activity Standards
Standards for Accreditation-XI. Support Services.

Since most charter school facilities have a few limitations, Guap Academy will meet the intent of the act through cooperative and/or contractual agreements with mental and physical health providers, libraries, and museums in the community.

- A.C.A. §6-13-616. Qualifications of Directors.
Guap Academy Board of Directors will be elected by the members of the board and may include individuals that are non-residents of the state of Arkansas since some of our founders are not from Arkansas.
- A.C.A. §6-13-619. Meetings.
The Guap Academy Board will meet quarterly at a minimum since some of our board members are across the country.
- A.C.A. §6-13-630. Election by Zone and at Large.
The Guap Academy Board of Directors will be elected by the members of the board since we are a charter school.
- A.C.A. §6-13-631. Effect on Minority Population on Election.
The Guap Academy Board of Directors will be elected by the members on the board.
- A.C.A. §6-13-634. School District Board of Directors- Size.
Guap Academy will follow the Bylaws of the incorporation since the Bylaws are what the school will follow.
- A.C.A. §6-14-101 et seq. Applicability of General Election Laws
Guap Academy will adhere to the bylaws of the non-profit board since the board must make our policies.
- A.C.A. §6-15-902 Grading Scales

Evaluation Response Guap Academy-West Memphis

Guap Academy will have the option of not utilizing a traditional grading scale for 9-12 students since some students may need various interventions that a traditional grading scale may hinder.

- A.C.A. §6-15-1005. Safe, Equitable, and Accountable Schools
Guap Academy reserves the right to employ highly qualified non-certified administrators (section h., 1-2). We may hire a lawyer as an administrator.
- A.C.A. §6-16-102. School Day
Guap Academy's Saturday classes and weekday classes are designed to allow teachers flexibility in scheduling instructional time. Guap Academy teachers will document attendance/ instructional time that meet or exceed the State Board of Education's Standards for Accreditation relating to instructional time.
- A.C.A. §6-17-203. Committee For Each School District
Guap Academy will not utilize a personnel policy committee we need the flexibility to make swift decisions as a new charter school.
- A.C.A. §6-17-1001. Minimum Base Salary
Guap Academy requests the flexibility to utilize a performance based salary schedule and differentiated staffing structure, this will give our teachers incentives that may increase their performance.
- A.C.A. §6-21-304. Manner of Making Purchases.
Guap Academy may contract with out of state vendors to provide curriculum and management services this will keep us from being limited from contracting with an exceptional vendor that may be out of state.
- A.C.A. §6-21-406. Conditions for Offering Textbooks for Adoption, Sale, or Exchange.
Guap Academy may use curriculum that includes a large variety of high quality textbooks and other instructional materials that are not included on the State approved list this will keep us from being limited and allow us to search for the best academic materials for our students regardless of the source.
- Standard X: Personnel
 - 15.03.1 Licensure and Renewal
 - 15.03.2
 - 15.03.3
- A.C.A. § 6-21-410 Illegal Acts Involving School Officials
A.C.A. § 6-24-106 Administrators
The Board of Directors of Guap Academy will have the authority to enter into contracts with educational management organizations (EMO). Members of the management team may be employees of the EMO and subject to pensions and benefits of the EMO. Employees serving in this capacity will not participate in the

Evaluation Response Guap Academy-West Memphis

Arkansas Teacher Retirement System or public school insurance programs. This will allow us to maximize our administrative potential.

- Standard XIII Gifted and Talented Education
18.01-18.03 Guap Academy will implement policies to meet the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration with students, teachers, parents, and community members to do this will allow us to maximize growth and development academically.
- §6-17-1001. Minimum bases salary- Master's degree.
Guap Academy shall designate the term "teacher" to include any employee who is highly qualified in their subject matter with or without a license from the State Board of Education, this will allow us to obtain experts from other career fields.
- §6-13-608. Length of Directors' Terms
Trustees serve four year terms, this will allow for stability.
- Standard XI: 16.03.01. Health and Safety Services
School nurse requirements will be met.
- 16.01.01 through 16.01.03. Guidance and Counseling
Due to careful selection of an administrator and teachers at Guap Academy, the duties of providing appropriate guidance to aid students in career development will be assumed by one or more of the staff, this will allow us to maximize our resources.
- 6-20-1402-1407. Minimum School House Construction Standards
Guap Academy will meet all requirements regarding health and safety as well as the Americans with Disability Act (ADA) and Individuals with Disabilities Act (IDEA); however, it may or may not be able to meet all the minimum school house construction standards. This waiver request is no longer necessary since our facility has been rated as "good" in terms of the summary of the general condition of the facility by the Division of Public School Academic Facilities and Transportation.
- School Uniforms requesting waiver: Guap Academy's perspective is that uniforms are to be worn by all students this will help with discipline and reduce the incidence of students that maybe involved in gang activity flashing their colors.

Standard 21: Desegregation Assurances

Evaluation Response Guap Academy-West Memphis

Application meets standards

Guap Academy's Response:

N/A

TIWANA K. FLAGG

32 N. Belvedere #19 Memphis, TN 38104 • tiwana90@bellsouth.net Work: (870) 735-7303 •
Cell: (904)534-1664 and Home: (901)722-0094

Principal/Supervisor of Curriculum and Design

Dedicated to Creating a Positive Learning Environment and Making a Difference in Student's Lives

Versatile and dedicated child advocate with a solid focus on the individual needs of identified Special education students and Regular education students. Kindhearted and empathic professional who is flexible and accommodating in the design and implementation of inspiring hands-on lessons, employing a wide-ranging of manipulative's, innovative teaching techniques and motivational implementation for teachers to follow.

Areas of proficiency include:

- Multidisciplinary Education Plans
- Student-centered Learning Environment
- Parent & Teacher Conferences
- Individualized Education Plans
- Teacher Training
- Use of Manipulative
- Student Motivation
- Team Teaching Approach
- Technology Integration

EDUCATION & CREDENTIALS

Educational Doctorate (May 2005) Higher Education Administration
University of Sarasota, Sarasota, Florida GPA 3.0

Masters of Arts Teaching (1999) Elementary Education with Certification in Special Education
Jacksonville University, Jacksonville Florida GPA 3.2

Bachelor of Science (1994); Major: Mass Communication Minor: Political Science
Bethune-Cookman College, Daytona Beach, Florida GPA 3.4

Arkansas Teaching Certification—P-4 Early Childhood
4-8 All Subjects

Tennessee Teaching Certification K-6 All Subjects

CLUSTER LEADER

August 2009-present July 2009-present

Americas Choice-Washington D.C. Arkansas Central Region

Joined a partnership with School Districts, Superintendants, principals, coaches and curriculum instructors with increasing test scores, helping them to organize district curriculum, data sorting to help increase test scores, create an intervention plan for each child whose scores were not at AYP standards. Meet monthly with district personnel to help increase instructional strategies and environmental morale. Weekly meetings with the schools leadership teams to restructure and formulate a turnaround plan in leading the school's faculty and staff. Helping schools align expectations of the district with the school's culture. Provide teachers and curriculum personnel with instructional tips, tools and materials to help aid proper instruction between students and teachers.

TEACHING EXPERIENCE

West Memphis School District – West Memphis, AR

Regular Education

August 2005 - 2009

Special Education Teacher /Resource Teacher

Taught Mathematics and Science through a Scott Foresman and McGraw Hill Curriculum. Provided hands-on activities for students through labs and cooperative learning. This created a well thought assessment to really reflect what the students were taught and how much they learned. Critical thinking concepts and subject terminology was the framework for helping them achieve. Develop and implement individualized education program for each special education student. Identify and implement goals tailored to the student's individual needs and abilities. Coordinate with parent, teachers, teacher assistant, and various service providers that include speech, occupational, and physical therapists for students having High Functioning Autism, Asperger's Syndrome, development delays, speech impairment, or learning disability in resource and general education classrooms.

- Modeled, trained, and consulted teachers on modification and accommodations to instruction and materials ensuring the diverse needs of every student are successfully realized.
- Actively supports teaching professionals on effective work strategies with Special Needs students.

Teaching Experience Continued.....

- Actively engaged and instruction co-teaching within reading and math classrooms.
- Employed diverse techniques to promote active learning including individualized instruction, problem-solving assignments and small-group instruction.

Duval County School District, Jacksonville, Florida August 1994-June 2001
K-6 Mathematics Instructor/Team Leader/Reading Teacher/Charter School

Prepared weekly lessons, participated in group and individual workshops that developed good teaching skills. Appointed as the team leader for the 6th grade Team. Served on School Improvement Plan/Team, and SACS Committee member. Trained and Taught under Americas Choice guidelines and curriculum.

- Taught math, reading, science and language arts to student in the regular classrooms
- Implemented technology and manipulative's into weekly lessons
Organized and facilitated weekly meetings
Provided additional tutoring as needed for weekly instructions

ATTACHMENT 1

The Bridge of Northeast Florida

Jacksonville, Florida

June 2001-June 2005

Project Manager

Oversaw a half-million dollar operation, hired, trained and lead over thirty plus employees, scheduled and implemented an after-school curriculum for students academic(reading, math) and enrichment activities such as sewing, cooking, archery, dance. Provided a nutritional dinner and snacks for all students, provided public awareness and hosted family and fun nights for the community.

PART-TIME EMPLOYMENTS

Edward Waters College

Jacksonville, Florida January 2000-

2003

Adjunct Professor in Education Department (Taught education majors special education, regular education and technology courses).

Jacksonville Children's Commission

Jacksonville, Florida

May 2002-2004

Facilitator and Trainer (Trained all child care agencies in the city to become positive child care workers).

TECHNOGICAL INTERGRATION & SKILLS

Microsoft Works, Microsoft Office- Power Point- Word-Excel-Word Perfect-Windows Vista and Macs, Plato, Blackboard, Smart board, Document Camera and Digital Software.

References Available Upon Request

SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

September 25, 2009

To Whom It May Concern,

I am writing this letter in support of Guap Academy College Preparatory School and Mr. Gerald Kiner.

This charter academy is being established in order to meet a dire need in our community. We have a large number of students who, for whatever reason, did not graduate from high school. In order to improve the economy in the Memphis area we need trained, skilled workers. Without a high school diploma or a GED, one is not able to find employment that will sustain them and/or a family. Many over age, under grade students are embarrassed and uncomfortable in a setting where younger children are the norm.

Southwest offers high school students the opportunity to participate in the Dual Enrollment Program and the Early Admission First-Time Freshman program. These programs allow high school students to earn college credit while attending high school. For many of these over age under grade students this would be an excellent way to move them ahead while gaining the necessary knowledge to graduate from high school.

Mr. Kiner and his Government class meet with the Exchange Club and participated in a Meet The Mayoral Candidate, Dr. Kenneth Whalum. The students were very well behaved. They asked questions that were pertinent and knowledgeable. I highly recommend that Mr. Kiner be allowed to pursue this endeavor.

Sincerely,

Pat

Pat Anderson
Center Director
Gill Center
901.333.5970

SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

Macon Cove Campus • Union Avenue Campus • Fayette Site • Gill Center • Millington Center • Southeast Center • Whitehaven Center

Southwest Tennessee Community College, a Tennessee Board of Regents institution, is an affirmative action/equal opportunity college.

Hanna L. Walker, Educational Consultant
7948 Winchester Road, Suite 109-102
Memphis, TN 38125-2311

Hanna L. Walker, Educational Consultant, has expertise in program improvement; federally funded programs, specifically Title I Part A, and professional development. This includes: working to improve elementary schools, technical assistance and training for staff in counties (parishes), districts, schools and the California Department of Education (CDE). She has extensive and related experience in school reform, school wide program implementation, school improvement, and the coordination of federal and state programs to maximize the resources for the benefit of all students but especially those who are at risk of educational failure.

2004 - present *Education Consultant*
JBHM Consulting Firm

- PAGE 1 OF 4

ATTACHMENT B

- Helped with the preparation for a district and state review of the Title I program.
- Prepared and can deliver a series of workshops for parents.

1994- 2003

Assistant Superintendent and Title I Director
CA Department of Education

- Directed the application process for all Elementary and Secondary Education (ESEA) Title I programs funds for more than 1000 districts in California.
- Trained and prepared staff to provide technical and program assistance to all districts receiving these Title I Part A, Even Start, Migrant, Homeless, American Indian, and Neglected and Delinquent funds.
- Worked directly with the staff for four districts preparing them to use their Title I resources more effectively, avoid duplication and maximize federal and state resources for program improvement.
- Assisted in the preparation of staff who worked directly with schools that were potential candidates for sanctions.
- Promoted to local districts the advantages of implementing school wide programs in all eligible schools through conferences, workshops, and printed implementation documents
- Structured four statewide live Teleconferences, in collaboration with County, District, and Comprehensive Assistance Centers staff to blend major portions of ESEA with state legislation in the area of standards development and implementation. Videotapes were made of the Teleconferences so they could be used as professional development for those county, district and school staff who could not attend the live broadcast.
- Worked closely with the two Comprehensive Assistance Centers in the design of their work plan for districts in California receiving federal ESEA funds.
- Instructed and updated Department staff on the requirements for Title I, Part A.
- Orchestrated the development of the state and local plans for both Improving America's Schools Act and No Child Left Behind.
- Represented the Department at national, state, regional and county and district meetings for the Title I, Part A program.
- Chaired the State Committee of Practitioners, as mandated by Title I, to provide policy direction for the state Superintendent.

ATTACHMENT B

- Managed approximately 80 employees in a Division that comprised four offices focusing on the operation of program, application processes, professional development, coordination with other related programs and policy development to avoid duplication and maximize the state and local resources.
- Provided access for Division staff to obtain training in all areas that would make them function more efficiently.

1984 – 1994

MANAGER/*Title I Director – Title I Office* CA Department of Education

- Managed an office of ten consultants, three secretaries, and three analysts.
- Trained Department consultants on federal and state laws and regulations pertaining to services for educationally disadvantaged students, families receiving Even Start and Homeless services and parent involvement.
- Initiated an annual process for identifying schools receiving Title I funds as federal and state “Achieving Schools” based on objective criteria overtime and annually provided and opportunity for these schools to present their “best practices” at a statewide professional development conference.
- Directed the development of parent documents that outlined the requirements for all students in language arts, mathematics and History/Social Studies along with a Parent Handbook that continues to provide direction for local districts and schools as they organize their parent involvement activities.
- Provided regional, state and local assistance through seminars and handbooks on “best practices” to improve the education for students receiving these funds.
- Coordinated the state activities for these services with other offices in the Department to avoid duplication of the “message” for the constituents.
- Furnished leadership at the state level in the coordination of services so local districts could maximize their fiscal and people resources.
- Represented the Department as the Title I Director at national, regional, county, and district meetings.
- Organized the first state level process for providing contracted and Department consultants to work with very low performing schools.

ATTACHMENT B

- Provided technical assistance on a “specific process” for implementing school wide programs in all eligible schools and promoted their success at state and regional seminars.

1980 – 1984

Program Specialist for the Deputy for Programs
CA Department of Education

- Provided liaison services to ten federal and state programs, such as: compensatory education, bilingual education, American Indian, and ESEA Title IV.
- Briefed the Deputy on assigned programs and prepared him with meetings with his Directors.
- Reviewed, corrected and commented on all written documents produced by various program offices.
- Attended policy meetings of the leadership in the Department, which afforded me the opportunity to experience how “things got done.”

1974 – 1980

Consultant
CA Department of Education

- Successfully implemented a statewide program for pregnant teens including the development of program regulations, application and funding processes, technical assistance and monitoring for program operations.
- Monitored and provided program assistance to districts and private agencies implementing childcare and preschool programs.

1966 – 1974

5th and 6th Grade Teacher – Music Director
Sacramento, CA

1959 -1962

Itinerant Music Teacher for Elementary Schools and Choir
Director for the High School in South Carolina

EDUCATION

Bachelor of Science Degree in Music Education 1959
South Carolina State University (College)

Master of Science Degree in Special Education 1972
California State University, Sacramento.

Gerald Kiner, Ph.D

4400 Hickory Hill Road
Memphis, TN. 38141

Cell: (901) 650-7340
Email: kinergk@yahoo.com

Business: (901) 433-8334
Fax: (901) 590-1695

***Chief Executive Officer *Senior Pastor *Managing Director * Executive Producer**

**Expert in: Human Capital Management Executive Training and Development
Large Scale Change**

Consummate senior executive , change agent and entrepreneur. Acknowledged for ground breaking efforts in creating new businesses and ministries. Prolific writer, platform speaker, and expert facilitator; considered a visionary in human capital management, executive training and development and corporate consulting. Executive Producer of four television shows which span across the entire Mid-South. Career reflects success in the corporate world, academia, ministry and entrepreneurship.

PROFESSIONAL STRENGTHS

*Strategic Planning
Marketing & Branding
Methodology Development
Corporate Development
Revenue Enhancement*

*Organizational Change
Entrepreneurship
Executive Coaching
Published Author
T.V. Producer*

*Ministry Development
Academia/Curriculum
Quality Management
Grant Writer
Financial Management*

EDUCATION

- ❖ **Doctorate Degree; Biblical Leadership**; International New Fellowship of Religious Ministries; 2003
- ❖ **Completed Doctorate Coursework; Educational Leadership**; University of Mississippi; 2002
- ❖ **Master's Degree; Educational Leadership**; University of Mississippi; 1998
- ❖ **Bachelor's Degree; Political Science**; Lemoyne Owen College; 1994
- ❖ **Mentored by Legendary MCS former Principal Mr. LAVAUGHN BRIDGES**

BENCHMARKS & MILESTONES

- ❖ **Founder**; Daughters of Zion All-Women's Bible College; 2006 – Present
Founder of the first federally recognized all women's Bible College in the country. Curriculum specialist using innovative design to Biblical based curriculum for ministry development
- ❖ **Chief Executive Officer**; Jesus People Church; Daughters of Zion Women's Bible College, and It Takes a Village to Raise a Child Mentors
A delegation expert, Dr. Kiner oversees an executive staff of 30 key individuals with various job skills obtained from top companies including but not limited to, City of

Memphis, Shelby County Corrections, , UPS, Commercial Appeal, Auto Zone, and other leading companies both private and public.

❖ **Television Show Executive Producer**; Producer of 4 television shows: Jesus People Church television show; Daughters of Zion talk show; Books for Believers and Oh Taste and See Cooking show. The viewership of these show spans across millions of homes weekly. Influenced by Steven Jobs, marketing is one of Dr. Kiner's passions.

❖ **Published Author**: A Quest for Souls 1994; Happiness Without Sex: A Word of Deliverance from Uncontrollable Sexual Desire 1998; Why the Wicked Prosper and Most Christians Do Not 2004; 25 Things Every Man of God Should Know 2008

❖ **Educator**: Melrose High School Memphis, TN. 1994-Present

- ❖ Implemented instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
- ❖ Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
- ❖ Assists in assessing changing curricular needs and offers plans for improvement.
- ❖ Maintains effective and efficient record keeping procedures.
- ❖ Provides a positive environment in which students are encouraged to be actively engaged in the learning process.
- ❖ Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
- ❖ Knowledge Bowl Coach
- ❖ Mock Trial Coach
- ❖ Former 9th Grade Basketball coach
- ❖ Voted most Intellectual by student body 8 out of past 15 years
- ❖ One of the most popular educators in the 100 year history of Melrose High School

❖ **Founder/Pastor Jesus People Church and Worship Center** 2002-present
Established the fasting growing non-denominational church in the city of Memphis. Currently experiencing over 2000% growth within the last 7 years of existence.

HONORS AND PERFORMANCE AWARDS

- ❖ Alpha Kappa Mu, LeMoyne Owen College
- ❖ President DuBois Scholar, LeMoyne Owen College
- ❖ Safe Place Volunteer
- ❖ Messick Buntyn Neighborhood Association Vice-Present
- ❖ Organizer of Men of Faith Golf Tournament
- ❖ 2007 Cambridge Who's Who Among Executives and Professionals
- ❖ 2009 Cambridge Who's Who Among Executives and Professionals

Fredonia V. Bean

1401 Oakwood Dr.

Memphis TN. 38116

901-463-8460

fredoniab@bellsouth.net

Employment Objective: To secure a position where I can use my experience as an educator and/or administrator.

Education: Capella University Ph.D. SPED Leadership 12/2009 (expected date)	Arkansas State University Ed.S Educational Leadership 08/2003
Arkansas State University M.S.E. Special Education 12/2000	Philander Smith College (Little Rock, AR.) B.A. Secondary Education English 12/1998
Computer Learning Center Computer Programming Certificate 11/1985	College of Automation (Chicago, Ill) Data Entry and Accounting Certificate 12/1971

Honors: Walton Delta Scholar, Ronald McNair Scholar, & Kappa Delta Pi

Licensure: Eng/Reading 6-12 (HQ), Special Educ. K-12, & Leadership Pre K-12

Experience: Earle School District---Assist Special education LEA, and Literacy Specialist. 8/01/09----present

Memphis City School District----- Geeter Middle, Westwood High and Longview Middle School, & Frayser High Special Education Teacher, grades 6-12 8/02-present (except 2005-06)

Earl School District-----Dunbar Middle School, Special Education Teacher 08/05-06/06 & SEAS Administrator

Lemoyne-Owen College-----Adjunct professor Special Education methods 08/04-present

West Memphis AR. School District--- Wonder Elementary School, Special Education Teacher, grades 4-6 self-contained. 1/1999-6/2002

References: Mrs. Beth Kontrim
ED Special Education Supervisor
Bond Building.
Memphis TN.
901-937-9997

Mrs. Phyllsia Stanley
Special Education Director
Earl School District
P.O. Box 161 Aubrey
Mariana AR. 72311
870-295-5197

Dr. Ralph Calhoun
Special Education Dept. Chair
Lemoyne Owens College
807 Walker Ave.
Memphis TN. 38126
901-901-435-1276

Mrs. Ora Breckenridge, Principal
Wonder Elementary School
802 W. 16th St.
870-735-4219
West Memphis AR, 72301

Dr. Casandra Turner, Principal
Frayser High School
Memphis School District
901-416-3800
Memphis, TN. 38127

ATTACHMENT C

48 Neely St Apt # 2
Memphis, TN 38105

Phone 601-672-4213
E-mail ms_mekel@yahoo.com

Mekel M. Richardson

Objective	To serve as statistical analyst.		
Education	2005 - present	University of Tennessee HSC	Memphis ,TN
	Ph.D. Candidate		
	▪ GPA 3.5		
	2003 - 2005	Jackson State University	Jackson, MS
	Master of Science in Biology		
	▪ GPA 3.78		
	1998-2002	Jackson State University	Jackson, MS
	Bachelor of Science in Biology		
	▪ GPA 3.2		
Research Experience	June 2005- present	University of Tennessee HSC	Memphis, TN
	Laboratory of Cancer Metastasis and Tetraspanins , Dr Xin A. Zhang		
	Performed research in the areas of Biochemistry, Molecular Biology, and Cellular Biology using techniques such as confocal microscopy, LSM image analysis, western blotting, DNA manipulation using lipid based technology, primer designs, FACS analysis, immunofluorescence staining and imaging, antibody uptake and recycling assays, analysis of protein intracellular trafficking, immunohistochemistry staining, cell migration analysis and quantification, protein colocalization analysis and quantification, invasion assay, MTT assay analysis and quantification, immunoprecipitation, data interpretation, and statistical analysis.		
	May-Dec 2004	National Cancer Institute	Bethesda, MD
	Laboratory of Human Carcinogenesis , Drs. A Robles and L Varticovski		
	Performed research in the Molecular Targets Unit using techniques such as cell culture, DNA manipulation using siRNA technology, western blot, cell viability assays, cell cycle analysis, and DNA extractions.		
	Oct-Dec 2003	Jackson State University	Jackson, MS
	Molecular Genetics and Molecular Laboratory , Dr. E. Izevbogie		
	Performed research in area of Molecular Biology using techniques such as cell culture, cell counting, cell freezing, and growth curves.		

Summer 2002 University of Mississippi Medical Center Jackson, MS

Medcorp IV Participant

Shadowed Physicians and assisted in child delivery.

**Awards and
Activities**

- Recipient of the National Institutes of Health, National Cancer Institute, Comprehensive Minority Biomedical Research Grant (2007-2009)
- Organizer of the Melanoma, Tetraspanin, and NF- κ B seminar series (2007-present)
- Member of the Black Graduate Student Association at the University of Tennessee Health Science Center 2006-present).
- Member of the Black Student Association at the University of Tennessee Health Science Center (2005-present).
- Black Student Association College of Graduate Health representative at the University of Tennessee Health Science Center (2007-2008).
- Louis Stokes Mississippi Alliance for Minority Participation Bridge to the Doctorate Fellow (2003-2005).
- Dean's List Scholar (1998-2002)
- Member of Tri-Beta Biological Honor Society
- Secretary of Tri-Beta Biological Honor Society (2001-2002)
- Member of Alpha Epsilon Lambda Honor Society
- Member of Jackson State University Women's Basketball Team (1998-2002)
- Member of the Graduate Student Association at Jackson State University.

Presentations

Dec 2008. Annual Conference for American Society for Cell Biology (ASCB). San Francisco, CA. "Mechanism and Role of CD82 trafficking."

May 2008. Graduate Research Day. Memphis, TN. "Mechanism and Role of CD82 trafficking."

Dec 2004. Annual Conference for American Society for Cell Biology (ASCB). Washington, DC. "Use of p53 Isogenic Cell Lines for Testing Molecularly-targeted Therapies."

November 2004. Annual Biomedical Research Conference for Minority Students (ABRCMS). Dallas, TX. "The role of p53 and its effects on novel chemotherapeutic agents."

October 2004. LSMAMP Symposium. Jackson, MS. Oral Presentation. "The role of p53 on the effects of novel chemotherapeutic agents."

**Volunteer
Experience**

Category Judge at the Shelby County Middle and High School Science Fair 2006-2009

Category Judge at the MS Regional Science Fair 2005

Science Fair Volunteer 2004

Operation Shoestring 2001-2003

Assistant Basketball Coach 2002-2003

Hudspeth Center 2001

Certification

Certified in Radiation Safety

Curriculum Vitae

Daalon B. Echols, M.D.
2146 Sul Ross
Houston, TX 77098
(901)289-7313
decholsomound@yahoo.com

Birthplace: Memphis, TN January 11, 1974

Education:

High School:

East High School (TN) 9/89-6/92
Degree: High School Diploma

Undergraduate:

Princeton University (NJ) 9/92-6/96
Degree: A.B., Physics

Medical School:

Washington University (MO) 9/96-5/00
Degree: Medical Doctor

Internship:

Department of Medicine
UT, Memphis , The Health Science Center 7/00-6/01

Residency: (combined Internal Medicine and Neurology)

Departments of Medicine and Neurology
UT, Memphis , The Health Science Center 7/01-6/05

Fellowship:

Clinical Neurophysiology Fellowship
Department of Neurology
University of Mississippi 7/05-6/06
Jackson. MS

Honors/Awards:

TopScholar Epilepsy Fellow	2005
J. Kiffin Penfry Epilepsy Mini-Fellow	2004
Merck Minority Research Fellow	1997
National Medical Foundation Scholarship	1997
National Medical Foundation Scholarship	1996
UT, Memphis Summer Research Competition 1st Place	1994
Princeton University N.B. Hobbs Scholarship	1992
National Merit Scholar	1992

Research Experience:

5/97-8/97

Analysis of image quality in the clinical Kinestatic Charge Detector(KCD)
UT, Memphis School of Biomedical Engineering

5/96-9/96

Design of clinical KCD gas chamber parameters
UT, Memphis School of Biomedical Engineering

9/95-6/96

Senior Thesis: Experimental modeling of protein dynamics utilizing the Davydov soliton.
Princeton University

9/94-6/95

Junior Paper: A mathematical analysis of the Davydov soliton.
Princeton University

6/94-9/94

Determination of the functional lifetime of the KCD detection chamber
UT, Memphis School of Biomedical Engineering

Kimberly Adams

4505 Shadow Creek Street Memphis, TN. 38141
Phone: (901) 503-3629 Email: kjackson95@yahoo.com

ASSISTANT PRINCIPAL

Outstanding record of success maximizing the effectiveness of educational programs through skillful development and behavior modification plans for grades 7-12. Expert knowledge in testing, curriculum and discipline. Proven results directing and coordinating activities for middle and high schools by effectively collaborating with team members and administrators.

Behavioral Intervention

Data Driven Instruction Models

Teaching Staff Instruction

Transportation Coordinator

Curriculum Development

Lesson Plan Review

Performance Evaluation

Student Discipline

Fundraising

Policy Review

School Reform

Grant Writer

PROFESSIONAL EXPERIENCE

Assistant Principal – Westside Middle School, Memphis, TN. 2005-present

Assist teachers with lesson plans and units for instruction, review all assessment and ensure sufficient inclusion of technological tools. Supervise 31 teachers and 12 support personnel and 400+ students. Conduct pre and post conferences with teachers to review observations and evaluations. Serve as the chief student disciplinarian. Spearheaded the basic use of the Behavioral Intervention Plans (BIP) Ensure optimal classroom coverage. Attend conferences and with parents, students and teachers. Help coordinate professional development for teachers. Consult with school counselors, social worker, nurse to assess needs and challenges on how to correct student behavior in the classroom and on the bus.

**Participated in the opening of the "New Westside Middle"*

**Collaborated with Bridge Builder to establish "Camp Westside" a summer camp established to bridge the gap between 3 North Memphis area schools and communities.*

Assistant Principal – Raleigh Egypt High School, Memphis, TN. 2000-2005

- * 2002 SACS coordinator and SACS peer review team member
 - Coordinated/facilitated the successful completion of the five year study
 - Peer review team member for Dyersburg High School-collaborated with team members throughout MCS for the completion of the Dyersburg H.S. study
- *Grant writing producing over \$400K in grant money
 - Coordinate new teacher mentor program decreasing teacher turnover by 80%
 - Develop a school wide reading initiative requiring teachers and students to read
 - Networked with community leaders to develop a "Watch Dogs program at Raleigh Egypt HS

*-Increased parent/business and community involvement by 45% via community forum participation at Raleigh Egypt High School

*Introduced Peer Mediation Program

- instrumental in reducing physical altercations due to mediation by 67%
- incorporated a fight free program involving peer mediators

*** Principal, Raleigh Egypt HS 2002 & 2004 & Principal, Sheffield H.S. 2001 Summer Center**

Responsibilities include supervision of staff; payroll; scheduling of students; state reports; textbooks; discipline; attendance; supervision and evaluation of instruction; classroom observations and faculty meetings.

EDUCATION

Administrative Licensure (+45)- Freed Hardeman University-Hardeman TN.
Master of Education-Curriculum and Instruction – University of Pennsylvania, Phla. PA.
Bachelor of Science, Secondary Education- University New York College at Buffalo, Buffalo NY.

AWARDS AND RECOGNITION

**** Member of the Memphis Leadership Fellows Program 2004-2005***

Selected over 30 top assistant principals within the Memphis City School system to participate in a rigorous selection process geared to promoting outstanding candidates into principals.

**** Member of the PIPE Leadership class***

Selected among 350 licensed administrators in Memphis City Schools to participate in the Vanderbilt Leadership program. Received complete principal training

****Successful completion of PADEC***

PROFESSIONAL ORGANIZATIONS/MEMBERSHIPS

- *Phi Delta Kappa 2001*
- *Association for Supervision and Curriculum Development 2002*
- *National Association of Secondary School Principals 2006*

Extracurricular/Professional Associations:

7/05-6/06

Instructor

University of Mississippi Medical Center

Responsible for teaching electroencephalographic and electromyographic technicians, medical students, and residents the fundamentals of electromagnetism, electronic circuits, and neurophysiology. Attended in the continuity of care clinic at the University of Mississippi Medical Center.

9/01-6/05

Member Resident Executive Committee

University of Tennessee Health Science Center

7/01- present

Member American Academy of Neurology

9/96-6/98

**Medical Campus Liason-Health Professionals Recruitment and Exposure Program
Student National Medical Association**

9/97-6/98

**Coordinator, Minority Association of Pre-Health Students
Student National Medical Association**

9/96-present

Member Student National Medical Association

Professional Licenses

Texas State Medical Board

#M4049(8/06)

Mississippi Board of Medical Licensure

#20209(5/08)

Board Certifications/Memberships

Board Eligible Internal Medicine

Board Eligible Neurology (will sit for boards in November 2009)

Board Eligible Clinical Neurophysiology

**Curriculum Vita
of
Bobbie J. Shaw-Hunter, Ph.D.**

Education: Post-Doctoral Studies, Regent University
Educational Leadership

Ph.D. The Union Institute & University
Psychology with multi-disciplinary studies in
Research, Community and Families

M.Ed. Boston University
Counseling Psychology

BS Jackson State University
Secondary Education

Publications: A Family System Approach to Preventing Teen Pregnancy
(Book, Published 2007)

"Speaking Life" As We Take Back Our Families and
Communities. (Book, Published 2006)

Experience: LeMoyne-Owen College
807 Walker Street
Memphis, TN
August 2005 – Present
Assistant Professor

Serve in multiple capacities including Chair, NCATE Assessment Committee, Freshman Coordinator, Convener and Member of the DeBois Honor Society and Faculty/Mentor for the Meharry Medical College HBCU Wellness Project. Teach Program. Advise, provide technical assistance, curriculum review, leadership development, distance-learning and grant writing. Teach various courses include Portfolio Development, Educational Psychology, Human Development, Psychology Applied to Teaching, Multi-cultural Teaching and Learning, Measurement and Assessment in Teaching and Developmental Psychology. Research includes

establishing Churches-Families And Communities Together (C-FACT), a National Training Institute. Present nationally and has published two books.

ITT-Technical College
December 2003 – Present
Adjunct Faculty Member On-line (Part-time)

Teach on on-line and is certified in technology literacy for on-line, distance learning and campus initiatives; I have a deep commitment to academic quality and education; interest and demonstrated ability in teaching at the undergraduate and graduate levels; Experience in and commitment to working cooperatively and productively with external organizations and constituencies including other institutions of higher education and funding partners; I possess the ability, interest and I am committed to advise and supervise student research and practice. Courses taught include 1) Research Methods 2) Social Psychology 3) Group Dynamics and 4) Research Methods.

South University Online (SOU)
September 2004 – Present
Adjunct Faculty Member On-line (Intermittent)

Teach on on-line courses. Certified in Socrates for on-line, distance learning and campus initiatives. Possess a deep commitment to academic quality and education; interest and demonstrated ability in teaching at the undergraduate and graduate levels; Experience in and commitment to working cooperatively and productively with online and campus faculty.

Churches-Families And Communities Together
(C-FACT) National Training Institute
July 2002 – August 2005
President / Chief Executive Officer

Responsible for the development and analysis of operational and statistical data relevant to the agency guidelines and requirements. Service area activities include applied research on urban and rural concerns pertaining to strengthening of families, community development, faith-based collaboration, establishing active community councils that address community issues; Performed duties relating to all phases of the budget process (formulation, planning, developing, justification, and execution). A track record of successful administrative leadership and performance in strategic planning, personnel supervision, financial management, private fund raising, and the management of change; Handles special projects; conducts surveys, inquiries and studies; monitors staff endeavors to ensure conformity with management guidance and assistance to operating divisions, insuring efforts promote mission accomplishment; prepares written reports and coordinates management responses to

the Board of Directors. Recommends reallocation of resources based on analysis of internal and external data. Responsible for the development, collection, and analysis of operational and statistical data relevant to the CEO's operating authorized budget requirements. Supervises employees engaged in budget analysis, security, space management, records management, transportation and travel, training, mail processing, and vehicle dispatching and control.

**Department of Health and Environmental Control
YOU FIRST – Richland County Council for the Prevention of
Teen Pregnancy
November 2000 – July 2002
Executive Director/CEO**

Directed, managed and supervised Richland County Adolescent Prevention (RCAPP) Council to ensure compliance with Agency and Program standards. Performed duties relating to all phases of the budget process (formulation, planning, developing, justification, and execution). A track record of successful administrative leadership and performance in strategic planning, personnel supervision, financial management, private fund raising, and the management of change; Handles special projects; conducts surveys, inquiries and studies; monitors staff endeavors to ensure conformity with management guidance and assistance to operating divisions, insuring efforts promote mission accomplishment; Possess excellent skills and knowledge in strategic planning, personnel management, executing critical programs and providing high level insight for University and Corporate policies/programs and technology transfer. Monitored and executed the budget to assure funds are properly allocated and are being obligated and spent in an efficient manner in support of management objectives. Reviewed budget submissions for technical and conceptual accuracy and consistency. Wrote and secured grants for program resources. Provided researched and technical assistance to colleges/universities and other institutions of higher learning, communities, school districts, state health department, colleges and universities and other servicing agencies.

**Communities and Schools of South Carolina
July 1999 – October 2000
Program Director**

Wrote and secured over \$40 million dollars to initialize after-school programs for middle school students throughout South Carolina. Responsibility included analyzing performance opportunities and presenting appropriate training solutions, involvement of corporate sponsorships and local commitments of on-going promotional support. Performed duties relating to all phases of the budget process (formulation, planning,

developing, justification, and execution). An established track record of successful administrative leadership and performance in strategic planning, personnel supervision, financial management, private fund raising, and the management of change; Handled special projects; conducts surveys, inquiries and studies; monitors staff endeavors to ensure conformity with management guidance and assistance to operating divisions, insuring efforts promote mission accomplishment. Actively sought and secured new contracts/ agreements for training and sponsorships.

**Richland One School District
October 1997 – July 1999
Substitute Teacher / Doctoral Student**

Possessed the knowledge, skills and abilities of educational principles. Taught students, completed and implemented lesson plans. Instructed students according to the lesson goals and objectives.

**Youth and Family Services, Mecklenburg County
April 1996 – October 1997
Coordinator**

Evaluated program effectiveness and develop/implement improvements; implement strategies and procedures to monitor and ensure compliance with state and federal laws, administrative rules and policies; coordinate services with local agencies state and Federal Governments. Provided technical assistance to colleges and universities, health departments, school districts, communities in other diverse groups in the development, implementation and evaluation of prevention programs, project management statistical analyses of existing or new data and clinical and behavioral issues pertaining to children in foster care and their families.

**Richland County Department of Social Services
August 1994 – April 1996
Coordinator**

Utilized psychosocial principles and techniques to assess individuals/group families. Served as member of multi-disciplinary teams and other community based action teams. Evaluated program effectiveness and develop/implement improvements; implement strategies and procedures to monitor and ensure compliance with state and federal laws, administrative rules and policies; coordinate services with local agencies state and Federal Governments. Conducts needs assessments; prepares local district action plans enabling practice congruent with legislation; supports development of district-specific program improvement plans and accepted best practices; provides technical assistance at the local level; acts as liaison with Federal, state and local agencies;

**US Department of Army, Ft. Stewart, GA
April 1993 – August 1994
Psychologist**

Conducted standardized research examinations of individuals their relatives. Conducted psychiatric interviews using modified SCID; made diagnostic formulations according to DSM-IV; wrote case summaries. Provided individual/group/family therapy for active duty military members, their family members and civilians working for the Department of Defense. Designed, implemented and evaluated behavioral interventions and scientific studies.

**US Department of Defense (Army) Darmstadt, Germany
April 1990 – April 1993
Psychologist**

Designed, implemented and evaluated behavioral interventions and scientific studies. Planned, developed and implemented appropriate strategies based upon proven effective best practices. Conducted standardized research examinations of individuals their relatives. Conducted psychiatric interviews using modified SCID; made diagnostic formulations according to DSM-IV; wrote case summaries.

**Richmond County Public School
January 1990 – August 1991
Teacher**

Possessed the knowledge, skills and abilities of educational principles and philosophies. Taught students within Richmond County School District. Promoted school programs including teaching, curriculum development, program evaluation, behavior modification and lecturing, including school and/or directly related experience. Taught students to think creatively, to solve problems independently and respect themselves and others. Implemented effective classroom management techniques. Established positive partnerships with parents, community and school.

**Lexington County Mental Health Services
Aug 1987 – July 1989
Forensic Mental Health Specialist**

Utilized forensic psychological principles to provide technical assistance to colleges/universities/institutions of higher learning, school districts, state health departments, and other servicing agencies. Clinical responsibilities included psychotherapy through individual, family and group interventions, emergency

detention. Served as a leader in providing diverse multidisciplinary Mental Health Services to individuals, families, school districts, other external agencies, and functions on teams with other clinical and support staff. Provided case management and a variety of mental health services that included assessment and evaluation, crisis management and therapy (individual, family and group).

**US Department of Defense (Army) Schwetzingen, Germany
February 1983 – April 1986
Management Analyst**

Performed complex, non-routine research involving qualitative and quantitative analysis. Designed and developed study surveys and audit trails to assist management in making decisions pertaining to risk control and financing. Evaluated program effectiveness and develop/implement improvements; implement strategies and procedures to monitor and ensure compliance with state and federal laws, administrative rules and policies; coordinate services with local agencies state and Federal Governments. Conducts needs assessments; prepares local district action plans enabling practice congruent with legislation; supports development of district-specific program improvement plans and accepted best practices; provides technical assistance at the local level; acts as liaison with Federal, state and local agencies;

**US Department of Defense (Army) Heidelberg, Germany
January 1981- February 1983
Management Analyst**

Scheduled and directed milestone for defense artillery missiles and other weaponry that entered and left the command. Conducted site visits for expertise consultation to field commanders and their units. Evaluated program effectiveness and develop/implement improvements; implement strategies and procedures to monitor and ensure compliance with state and federal laws, administrative rules and policies; coordinate services with local agencies state and Federal Governments. Conducts needs assessments; prepares local district action plans enabling practice congruent with legislation; supports development of district-specific program improvement plans and accepted best practices; provides technical assistance at the local level; acts as liaison with Federal, state and local agencies; Conducted research studies that included collecting, analyzing, trending and presenting data and recommendations that may support or refute hypotheses; Developed, enhanced, maintained planning models, surveys and benchmarks. Performed before and after process flows.

**Richmond County Public School
August 1979 – January 1981
Teacher**

Possessed the knowledge, skills and abilities of educational principles and philosophies. Taught middle school students within Richmond County School District. Supervised the classroom, taught the students to think creatively, to solve problems independently and respect themselves and others. Implemented effective classroom management techniques. Established positive partnerships with parents, community and school.

Teaching Experience	LeMoyne-Owen College	2005-Present
	ITT-Technical (Part-Time; Online)	2003-2006
	South University (Part-Time; Online)	2003-2007
	Richmond Academy	1990-1991
	Richmond County School	1979-1981

Selected Public Service Boards and Committees	Board Member - Eau Claire Community Health Initiative
	Board Member – Carolina Communities
	Member – School Improvement Committee
	President, Strengthening The Family Board of Director
	Board Member – The Lower Richland Coalition
	Dissertation Committee Member
	Member, Bibleway, Non-Denominational Church of Atlas Road
	Member, Academic Honors Committee; LeMoyne-Owen College

Selected Grants Written and Funded	New Morning Foundation – Teen Pregnancy Prevention; 1 million dollars; Funded (2003)
	Department of Social Services; \$250,000 per year for 3 years Funded; (1999-2002)
	Safe and Drug-Free Schools And Communities (2000) Funded \$41,500 for three years.

State of South Carolina; 32 million dollars over three years for after school programs for adolescent; Funded (1999)

Selected Honors

Listed Among the International Who's Who – 2001

Eau Claire Community's Best and Brightest Award – 2001
Richland County School District One Outstanding Volunteer- 2001

Maroon Nanny Distinguished Honor Award - 2002

Resolution by the City of Jackson, MS – 2003

Service to Mankind Award – 2004

Resolution by the Richland County Council – 2004

Volvo Local Hero Nominee – 2004

Selected Publications and Presentations

A Family System Approach to Preventing Teen Pregnancy
(Book, Published 2007)

"Speaking Life" As We Take Back Our Families and
Communities. (Published Book, 2006)

*A Collaborative Research Approach to Building Capacity to
Support HBCUs and their Communities* (2008)
Fifteenth National HBCU Faculty Development Symposium
Howard University

National Think Tank for African American Progress
HBCUs and Community Fostering Strategic Collaborations (2008)
Memphis, TN

*Community Action Research for Capacity Building:
An African Centered Collaborative Model* (2007)
Fourteenth National HBCU Faculty Development Symposium
Tuskegee University

Memphis Black Writers Conference and Film Festival
Speaking Life to Our Families and Communities (2007)

University of Maryland Eastern Shore
All About the Family...Passing on Hope (2007)

Jackson State University (2006)
2006 Urban Education Conference:
United for Excellence in Education: A Vision in Motion
*Producing Educational Excellence by Strengthening Families:
An Africentric Collaborative Model (2006)*
Thirteenth National HBCU Faculty Development Symposium
Houston, Texas

Hollis F. Price Middle College High School (2006)
Honor Recognition Program: *Coding for Excellence*

Jackson State University: Urban Education Conference
United for Excellence in Education: A Vision in Motion (2006)

Geeter Middle School: Honors Program
Awakening the Genius Within (2006)

South Carolina Alliance of Black School Educators (2004)
Beyond Diversity: The Quest for Equity and Quality

CA Johnson High School (2004)
...From Greatness: An Anthology of African American History

Pee Dee Area Women Conference (2004)
Walking in the Image of God

New Ebenezer Women Conference (2004)
The Pressure Is Mounting What Will You Do?

Jackson, Mississippi (2003)
Community Partnering and Community Development

South Carolina State University (2003)
Empowering the Urban Family for Success

National Black Family Conference (2002)
*Churches-Families And Communities Together: A Collaborative
Partnership*

Women Conference, New Ebenezer Baptist Church (2002)
Strengthening The Family Ties That Bind

**Research
Interest**

Discrimination and Disparity in Public Education

Africentric Approaches in Strengthening Families and
Communities

The African American Church

Michael R. Campbell, Esquire.

4713 Ravenscrest Cove North, Bartlett, TN 38135
Tel: (901) 287-1299 • email: mrcampbelljd@yahoo.com

EDUCATION

University of Oklahoma College of Law

Doctorate of Jurisprudence

Norman, OK
May, 2003

Academic Honors:

- Academic Am. Jur. 2003 and 2004
- Dean's List 2003
- Ada Sipuel Scholar 2003

University of Oklahoma

Bachelors of Arts

Norman, OK
May, 2000

- Major - Psychology
- Minor – African and African American History

TN LICENSING

Board of Professional Responsibility

TN
July 2007

PROFESSIONAL EXPERIENCE

THE SCHOLL LAW FIRM

ATTORNEY AT LAW

Memphis, TN
2008 – Present

- Criminal Defense, Criminal Appeals,
 - Civil Defense, Depositions, Civil Appeals
 - Major Felonies and Misd.
 - Divorce, Contempt, Personal Injury
- (Cases provided upon request)

SHELBY COUNTY PUBLIC DEFENDER'S OFFICE

ATTORNEY AT LAW

Memphis, TN
2008 – Present

- Criminal Defense, Criminal Appeals
 - All Major Crimes
 - Responsible for District XII Indignant Felony Defense Analysis and Development
- (Cases provided upon request)

THE IRVIN LAW FIRM

In House Counsel & Advisory Counsel

Houston, TX
2004 – 2008

- Criminal Defense, Criminal Appeals, Mediation
- Civil Defense, Depositions
 - Responsible for briefs, memoranda, legal research and pleadings
 - Responsible for case analysis, intake, case and trial preparation

FORT BEND ISD

Secondary Speech and Debate Substitute Instructor

Houston, TX
Fall semester, 2004

- Curriculum alignment and class preparation
- Auditory training and Argument delivery

LAMSON AND LOONEY, P.C.

In House Counsel

Houston, TX
2003 – 2004

- Medical Malpractice, Personal Injury, Criminal Law
- Corporations, Mediation, Deposition, and Litigation

ATTACHMENT C

Resume of Michael R. Campbell, Esquire.

SHELBY COUNTY PUBLIC DEFENDERS OFFICE

Legal Intern

- Conducted legal research, drafted memoranda, briefs and pleadings
- Conducted Client interviews, intake and case preparation
 - Responsible for District XII Indignant Felony Defense Analysis and Development
 - Conducted extensive research on Mental Disposition of Criminal Offender via DSM-IV
 - Responsible for Critical Evaluation of Mental Disposition and Analysis of Sex Offenders
 - Supervisor A.C. Wharton & Mark Ward Esq.

Memphis, TN
Summer, 2002

RIGGS, ABNEY, NEAL, TURPEN, ORBISON, AND LEWIS, P. C.

Legal Intern

- Conducted legal research, drafted memoranda, briefs, and pleadings
 - Title VII Civil Rights Act
 - Oklahoma Department of Transportation Privatization
 - Oklahoma Title IV Employment Code
- Lead Researcher for:
 - Joyce Gilchrist v. Oklahoma City
 - Jeffrey Todd Pierce v. Oklahoma City

Norman, OK
Sept., 2000 - Aug., 2002

OKLAHOMA COURT OF APPEALS

Judicial Extern

- Conducted extensive legal research for criminal cases before the court
- Drafted opinions
 - Extensive research on Daubert testing admittance
 - Research and opinions on Oklahoma Capitol Murder Standards and Requisites of Appeal

Oklahoma City, OK
2002 – 2003

COLLEGIATE EXPERIENCE

UNIVERSITY OF OKLAHOMA GRADUATE TEACHER

GRADUATE ADVISORSHIP

- Responsible for programs for the social and mental development of collegiate body
- Implemented Undergraduate/Graduate Leadership Training Program
- Participated on the Oklahoma Contract Board as a voting member
 - Curriculum and program development
 - Evaluation and assessment

Norman, OK
2002 – 2003

UNIVERSITY OF OKLAHOMA INDEPENDENT STUDIES

POST BACCALAUREATE STUDIES

- Federal Caucuses
- Federal Indian Reservation and African American Networking
- Social Enclaves

Norman, OK
Aug. 2000

UNIVERSITY OF OKLAHOMA GRADUATE TEACHER

AFRICAN AND AFRICAN AMERICAN STUDIES TEACHER ASSOCIATE

- American history with emphasis on African and African American Cultural development
- Historical deprivation of minorities in world culture
 - Curriculum Development
 - Development of interdisciplinary displays

Norman, OK
1999 – 2000

ADDITIONAL INFORMATION

- National Black Law Student Association Regional Director 2001 – 2002
- Public speaker and presenter for schools in the greater Houston, Dallas, Oklahoma City and Memphis areas
- Member of NAACP, National Urban League, Kappa Alpha Psi Fraternity and Phi Alpha Delta

Michael Tarver
3849 Rock Springs Road Apt #103
Germantown, Tennessee 38125
Phone: 901-497-1148
Email: michaeltarverray@hotmail.com

Career Summary

A professional manager with 5 years of "hands on" experience in the Direct Consumer Lending/Financial Services including Credit Assessment, Recruiting, Risk Analysis, Credit Investigation, Property Appraisals, Liaison and Customer Service. Ability to develop and implement administrative procedures to increase productivity and efficiency; cope well under pressure within a fast paced environment; communicate effectively at all levels; and interact supportively within a team environment. An M.B.A. coupled with a proven record of accomplishments in management, relationship management and project management.

Business Experience

Wachovia Bank (Wells Fargo Bank) N.A. December 2008- Present
Leads the financial center employees in establishing an environment that achieves all sales and service performance objectives, facilitates teamwork and retains the best employees. Serves as a leader by exhibiting professionalism, promoting service awareness, being operationally sound and possessing strong leadership and teamwork skills. Develops specific strategies and monitors progress to meet and exceed goals and objectives. Coaches and teaches all Financial Center to deliver exceptional service to our customers and effective in their role. Directly manages all Human Resources processes for all direct reports and oversees HR processes for teller team appraisals, disciplinary actions, individual development plan, career development training, interviews, etc. Functions as the focal point of contact for customers by greeting, assessing needs, directing to appropriate financial center personnel and performing service transactions where appropriate. Performs and or delegates service transactions for financial center to include check reorders, name address changes, safe deposit box access, account maintenance and adhere to customer service protocols. Supports CRA efforts and participants in community and civic activities. Oversees daily financial center staffing to enhance customer service levels. Serve as empowered decision maker and escalation point for all service and operational issues. Ensure Financial Center team knows and focuses on high value customers to improve their overall banking experience and retain and grow their business. Make proactive calls to high value customers and identify potential opportunities for growth of customer relationship. Works with all financial center employees to share team results, to determine areas for improvement and to develop action plans and tactics.

BANK OF AMERICA N.A.

September 2005- 2008

Consumer Banking Associate Vice President, Banking Center Manager

Manage a team of sales and service professionals to meet and exceed sales goals and service targets within the banking center. Develops HR strategies that impact large, complex business units within a major line of business. On boards new associates, and provide coaching on an ongoing basis. Leads the year end compensation process and market assessment increases. Drives initiatives focused on associate satisfaction, learning, and leadership development. Leads talent planning initiatives, including critical assessment of talent and resource rationalization. Directly work with customers to uncover and satisfy their financial needs. Ensure the operational excellence of the center and maintain the highest level of customer service. "Lead from the Lobby," by greeting customers, directing them to the appropriate areas of the center, and ensuring that the customers' needs are met. Supervise and coach teams on proper execution of key banking center "plays" while role modeling the desired behaviors. Directs and coordinates activities to implement institution policies, procedures, and practices concerning granting or extending lines of credit, real estate loans, and consumer credit loans. Periodically communicate with consumer executives, review center performance assessments and update staff on business developments. Demonstrate Bank of America core values and exhibit Bank of America Spirit.

ATTACHMENT C

- Sell to individual customers and manage overall aspects of running an efficient and productive banking center.
- Continually improve banking center performance, operational excellence and associate proficiency.
- Delight customers and exceed satisfaction goals.
- Observe banking center team in action "through the eyes of the customer."
- Create workforce stability by cultivating an engaged, spirited and well coached team.
- Drive sales to meet and exceed sales targets.

Key Accomplishments

- Finished the 2nd quarter year to date in the top 10 of banking centers for North DFW for overall performance.
- Maintained one of the lowest customer wait times in the North DFW market for the 2nd quarter of 2008.
- Achieve 99% account opening accuracy for the 2nd quarter of 2008.

BANK OF AMERICA N.A.

March 2003-2005

CRE Associate Vice President, Wholesale/Government Lending Fulfillment Manager

Directly managed 25-30 direct reports that support the Bank of America. Responsible for processing, junior underwriting mortgages and recommending loans for approval on all residential properties, including authorizing terms and conditions or residential commitment letter, conducting thorough credit investigation, obtaining and validating credit information, income confirmation and down payments. Manage and monitor call volume utilizing Centre VU Supervisor 9.0 and Witness programs. Ensure monthly funding and customer service goals are met. Provide associates coaching on daily work routine enhancements. Acted as liaison and representative for the loan center at various levels; reported and made recommendations to executive management to maximize efficiency and maximize profitability.

- Utilize Six Sigma and other tools to diagnose root causes and implement plans for improving overall processes and performance.
- Perform all personnel functions on behalf of the team members such as recruiting, interviewing, performance development reviews, action plans, and timesheet approval.
- Assisted in designing, documenting, implementing, and monitoring of new products/services within several project management teams.
- Interact with sales partners to ensure mortgage loans close in a timely manner.
- Build rapport and provide world class customer service to Bank of America customers.
- Interacts with credit policy, compliance, and the legal department.

Key Accomplishments

- Maintained the highest funding goal for fifteen consecutive months.
- Maintained highest customer satisfaction within site for eleven consecutive months.
- Facilitated several New Hire training classes at the Jacksonville Loan Center in 2006.
- Received associate development award due to two direct reports promoted to manager; three direct reports promoted to workflow coordinator, and one direct report promoted to credit administrator.
- Bank of America spirit celebration award winner in the 3rd and 4th quarter of 2006 and the 1st and 2nd quarter of 2007.
- Project team member of the deployment team that established the Banking Center Loan Center in Jacksonville, Florida 2005.
- Project team member in developing new training manuals for Consumer Real Estate nation wide.

Merrill Lynch
Global Private Client Group (GPC)

December 2002 – June 2003

Plan Participant Services (PPS)

Offer a wide range of financial products and services to individuals, families, and small and mid-size businesses. Supported GPC financial advisors in offices around the world and provide advice-based wealth management services and products through a comprehensive financial management platform.

- Accurately processing financial transactions including stock, money market, and mutual fund trades, loans, withdrawals, and option exercises.
- Provide world class customer service by providing complete and accurate information to clients in a multi-task, high pressure environment that requires attention to detail.
- Assisting clients with questions about their accounts and retirement goals.
- Demonstrating a cooperative and professional work attitude and displaying the ability to work effectively in a team environment.
- Service retirement 401K plans for Kroger, Delottie and Touche, KPMG, Coke-Cola and Home Depot corporations.

Enterprise Rent-A-Car

May 2002 – December 2002

Management Trainee Program (Paid Internship Program)

Participant in Enterprise Rent A Car comprehensive management trainee program, which is designed to teach what it takes to manage and grow a multi-million dollar business successfully! Learned the significance of having support from a large, growing organization and the flexibility of a small business. Made daily management decisions in all aspects of the business, including customer relations, sales/marketing, fleet distribution, business development, administration, and P & L responsibilities. Allowed to demonstrate my entrepreneurial spirit and gain a working, on-site knowledge of growing a business from the ground up!

- Provided world class customer service.
- Strong sales experience in a fast-paced environment.
- Excellent communication and organizational skills.
- Strong ability to multi-task and prioritize.
- Ability to think outside the box.

Education

Masters of Business Administration (MBA)

University of Texas at Austin- Austin, Texas

2005

Bachelor of Science (BS.) Business Administration- Human Resource Management

Washington University-Saint Louis, Missouri

2002

Personal Strengths

- Strong decision making, problem solving, analytical, research and organizational skills.
- Team player with effective motivational, interpersonal and communication abilities.
- Ability to develop and maintain excellent rapport with customers, subordinates and management.
- Ability to coordinate, delegate and prioritize departmental work load to meet deadlines.
- Self-starter, resourceful, efficient, reliable and diligent with strong listening skills.

Dr. Sherry Scott-Chambers

9102 Deer Meadow Drive
Cordova, Tennessee 38016
Direct: 901-216-3470
Efax: 901-435-0576
sherrychambers@crye-leike.com

Objective

To obtain a rewarding career in a growing ministry where I can lead the youth/young adult department in serving God by deed and character; allowing me to execute the directives of the visionary.

Professional Experience

Bloomfield Full Gospel Baptist Church: Memphis, TN

Position: Associate Minister

1995 – Present

Duties Include:

- Execute any vision directives from the Pastor or assigned authority.
- Provide emphasis on the spiritual development of the youth and young adults by preparing them to be future leaders.
- Assist any of the youth advisors regarding counseling, conflict and outreach. Working with other associate ministers in assuming responsibilities in the absence of the Pastor.

Daughter's of Zion All Women's Bible College: Memphis, TN

Position: Professor/Instructor

2006 – Present

Duties Include:

- Provide total preparation of class curriculum for each semester. This includes bible based subject research, subject syllabus, handouts and exams.
- Provide excellent communication skills including verbal, written and presentation development / delivery in order to build interpersonal relationships.
- Possess strong organizational skills used in administrative duties such as grade rosters, planning and one-on-one sessions.

Crye-Leike Realtors, Inc.: Memphis, TN

Position: Realtor Associate

2001- Present

Duties Include:

- Provide clients with professional service in marketing or buying homes. Demonstrate the ability to quickly assimilate and effectively use new information by collecting data; using the latest technology to get the best buy for a property.
- Provide documentation on all transactions, utilizing effective verbal and non-verbal communication skills with not only the client but with all parties involved in the real estate transaction.

MCI Communications Corporation: Memphis, TN
Position: Sales Supervisor

1997 – 2001

Duties Included:

- Managed a system of supervisor and sales representatives in the absence of the manager. Met all manager expectations including manager training programs and provided training for new system supervisors.
- Supervised and developed a team of 16-24 sales representatives by providing feedback, observations and coaching.
- Completed payroll and incentive sign-off.
- Maintained the ability to effectively explain and sell products. Communicated expectations, goals and stats. Assessed improvement efforts and motivated the sales team.
- Maintained employee files and completed development plans. Conducted team meetings, recruitment and directly participated in the interviewing, hiring and training of new sales representatives.
- Developed and implemented sales criteria and drive contests. Maintained the ability to achieve sales goals on a consistent basis.
- Provided various administrative duties.

MCI Communications Corporation: Memphis, TN
Position: Sales Representative

1995 - 1997

Duties Included:

- Assumed primary responsibility for high-volume telemarketing sales; to increase customer data base and company revenue.
- Participated as a member of Pacesetter.

Cook & Love Fine Shoes: Memphis, TN
Position: Sales

1993 - 1996

Duties Included:

- Responsible for shipping and receiving, customer service, and sales.
- Recipient of numerous sales awards including "Rookie of the Year" and "Most Valuable Store Associate".

Gordon's Jewelers: Memphis, TN
Position: Manager

1979 - 1993

Duties Included:

- Responsible for all store operations, including payroll, advertising and sales.
- Recruited and trained associates, maintaining top sales volume.
- Frequently received customer appreciation letters. Recipient of "Numerous #1" sales awards and the "Diamond G" Award.

Church's Fried Chicken: Memphis, TN
Position: Manager

1976 - 1979

Duties Included:

- Responsible for operations, hiring, training, and sales.
- Managed the Getwell, Southaven, and Elvis Presley branch locations.
- Received the "Master Merchant Award", the highest award given by the company.

Natalee Peart
natalee.peart@yahoo.com
4392 Hickory Hill Rd
Memphis, TN, 38141
901 – 859 – 8758

EDUCATION Louisiana State University (LSU), Baton Rouge, LA
Master of Science, Veterinary Medical Sciences 12-02
Concentration: Epidemiology GPA: 3.7
Thesis: Evaluation of Feeding Chlamydospores of *Duddingtonia flagrans* to Ewe/Lamb Pairs and Weaned Lambs to Biologically Control Levels of *Haemonchus contortus* on Pasture
Bachelor of Science, Animal Science 05-2000
Concentration: Science and Technology GPA 3.27
Minor: Agricultural Business

College of Agriculture, Science and Education (CASE), Port Antonio, Jamaica

Associate of Science, General Agriculture 08-1996
Concentration: Agriculture

SKILLS

Management

Trained new graduate assistants and student workers; Supervised loan portfolio of an agricultural bank; Prepared annual loan forecast statements; Compiled quarterly reports to assess loan portfolio; Trained staff on loan application procedures; Developed training seminars to teach farmers record keeping and business assessment.

Computer Software

Proficiency in Microsoft Word, Excel, PowerPoint and limited SAS.

Teamwork

Led team in developing promotional strategies to increase loan and saving portfolio; Worked with a team to produce display for the Caribbean Student Association; Assisted team in planning and creating décor to complement fashion show themes.

Research and Data Management

Conducted research on developing new methods to reduce the frequency of anthelmintic usage in small ruminant production; Coordinated postal survey on the use of diatomaceous earth as an anthelmintic by Louisiana goat farmers; Summer undergraduate

research on the comparison of efficacy of two anthelmintics used for deworming in sheep; Assisted Research Associate in conducting rancidity analysis on nutria meat; Compiled and produced brochure for the Louisiana Meat Goat Association; Designed data format of thesis for analysis using SAS; Assisted with management of SIRSI and NOTIS library database systems to perform circulation services.

EXPERIENCE Supervisor, Animal Resource Center, St Jude Children Research Hospital, Memphis, TN, 2-2003 – present
Duties include – Performs administrative functions within the the Biocontainment Area ; Directly supervise containment husbandary personnel; Perform support services for the containment area.
Graduate Assistant, LSU, Middleton Libraries, Baton Rouge LA, 01-2001 to 08 - 2002
Laboratory Assistant, LSU, Animal Science, Baton Rouge LA, 11-1999 to 08 - 2001.
Credit Officer, Saint Elizabeth Cooperative Credit Bank, Malvern, Jamaica, W.I., 12-1996 to 07-1998.

HONORS Dean's List; LSU Graduate Student Tuition Waiver Award; Participant – LSU Pre-Doctoral Institute; Alumina Partners of Jamaica Student Scholarship.

ACTIVITIES American Association of Small Ruminant Practitioner; Associate Chairperson, Fashion Committee – LSU Union Program Council; Treasurer and Entertainment Coordinator, Student Council – CASE; Coordinator, Caribbean Student Assoc

**Arkansas Department of Education
Procurement Guidelines
Federal Programs**

The procurement procedures for school districts and other subgrantees receiving federal education funds are in Education Department General Administrative Regulations (EDGAR) Section 80.36 (b-i).

Subgrantee Purchasing

Purchasing by subgrantees must meet the following standards:

1. All expenditures must be reasonable and necessary for the performance or administration of the federal program.
2. All proposed purchases must be reviewed to avoid unnecessary or duplicative items.
3. The purchase must be structured to document this was the most economical purchase.
4. The economical advantages of lease versus purchase were considered.
5. All procurement transactions must be conducted with full and open competition.
6. All goods and services must be sufficiently described on every purchase order and vendor invoice.
7. Supporting documentation for all disbursement transactions must be maintained.

Contract Procedures

The following procedures must be followed for contracts:

1. Contracts must be a written agreement signed by both parties.
2. The agreement must clearly define the specific services to be provided or goods to be delivered.
3. The agreement must outline the expected timeline for goods, services, or products to be completed or delivered.
4. Activities outlined in the agreement supported by federal funds must be clearly allowable under that particular program.
5. Payments to contractors must be reasonable and allowable.
6. Contractors must perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
7. A payment will take place upon receipt of goods, services, or other deliverables. Districts shall not schedule a lump sum contract to be paid in advance of receipt of goods, services or other deliverables.

Contract Procedures (Continued)

8. Invoices must include:
 - a. A description of the services performed or goods delivered,
 - b. The dates when the services were performed or goods were delivered,
 - c. The location where the services were delivered or goods were delivered, and
 - d. The number of eligible beneficiaries served, if relevant.
9. The information on the invoice should match information outlined in the contract agreement.

Records detailing the history of the contract agreement must be maintained for five years. These records include:

- a. The rationale for the contract,
- b. The selection procedures used including competition requirements, and
- c. The basis for the contract price.

Open Competition

Districts should avoid situations that restrict competition. Some of these situations are:

1. Unreasonable requirements on vendors to quality.
2. Requiring unnecessary experience or bonding.
3. Noncompetitive pricing practices.
4. Noncompetitive awards to consultants on retainer.
5. Conflicts of interest.
6. Specifying a brand name.
7. Instate or local preference.

Role of Cost Analysis

The cost of a contract or purchase requirements are listed below:

1. All costs must be reasonable.
2. Fair market value must be established.
3. The district must make prudent actions under the circumstances.
4. The district must perform cost analysis for every procurement action, including contract modifications.
5. The method and degree of cost analysis depends on facts and circumstances.
6. The district must make an independent estimate of the cost before receiving bids or proposals.

The goal of cost analysis is to determine the reasonableness of the expenditure.

Vendor Selection Process

The district must have written selection procedures for making vendor selection. These procedures must ensure all solicitations:

1. Include a clear, accurate description of technical requirement.
2. Identify all requirements that a vendor must fulfill.
3. Identify evaluation factors.
4. Indicate the method of procurement--competitive bids, competitive proposals, or noncompetitive proposals.
5. Noncompetitive proposals are appropriate **only** when:
 - a. Goods or services are available only from a sole source.
 - b. There is a public emergency.
 - c. The awarding agency authorizes noncompetition.
 - d. After soliciting a number of sources, competition is deemed inadequate.

The district must perform a cost analysis with every noncompetitive contract to ensure a reasonable and competitive price.

Retain records to document the rationale for:

1. The method of procurement,
2. The selection of contract type,
3. Contractor selection or rejection, and
4. The basis for contract price.

Procurement/Contract Administration

All contracts supported with federal funds must contain required provisions. These provisions are:

1. Remedies for breach, sanctions, and penalties;
2. Termination for cause;
3. Compliance with federal statutes and executive orders;
4. Reporting requirement;
5. Patent rights;
6. Copyrights;
7. Access by federal agency for records;
8. Retention of records for three years after final payment.

There must be adequate segregation of duties in the approval process for procurement to ensure adequate and appropriate oversight and internal control.

Contract Competition Procedures

EDGAR requires all procurement transactions be conducted with full and open competition, Section 80.36(c).

Contract competition procedures:

1. Cannot place unreasonable requirements in order for them to qualify to do business.
2. Cannot require unnecessary experience or excessive bonding.
3. Cannot issue noncompetitive awards to consultants on retainer contracts.
4. Cannot specify a "brand name" product instead of allowing an "equal" product to be offered.
5. Cannot impose instate or local geographical preferences except where expressly mandated or encouraged.

There must be written procedures for selecting vendors.

There must be clear and accurate descriptions of technical requirements for materials, products, or services to be procured.

All factors to be used in evaluating bids and proposals must be clearly identified.

Vendors that have been debarred or suspended from participating in contracts with federal funds may not participate in the process.

Public Charter School Application Budget Worksheet / Template

<u>Line #</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (<u>100</u>) x (<u>5905</u>) State Foundation Funding		
3		<u>\$590,500.00</u>	
4	Total State Charter School Aid	_____	_____
5			
6	Other Sources of Revenues:		
7	Private Donations or Gifts	_____	
8	Federal Grants (List the amount)	_____	
9	Special Grants (List the amount)	_____	
10	Other (NSLA)	<u>\$148,800.00</u>	
11	Professional Dev.		<u>\$4132.00</u>
12	Enhancement Funding		<u>\$3500.00</u>
13	Total Other Sources of Revenues:		<u>\$156,432.00</u>
14			
15	TOTAL REVENUES		<u>\$746,932.00</u>
16			
17	<u>EXPENDITURES</u>	<u>AMOUNT</u>	<u>TOTAL</u>
18			
19	Administration:		
20	Salaries (No. of Positions <u>1.5</u>)	<u>\$105,000.00</u>	
21	Fringe Benefits	<u>\$18,901.00</u>	
22	Purchased Services	_____	
23	Supplies and Materials	<u>\$1,200.00</u>	
24	Equipment	_____	
25	Other (Describe)	_____	<u>\$123,901.00</u>

Attachment D

26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>5</u>)	<u>\$190,000.00</u>	
29	Fringe Benefits	<u>\$34,200.00</u>	
30	Purchased Services	<u>\$5,000.00</u>	
31	Supplies and Materials	<u>\$5,000.00</u>	
32	Equipment	<u>\$5,000.00</u>	
33	Other (Describe)		<u>\$239,200.00</u>
34	(Budget Continued)		
35	Special Education		
36	Salaries: (No. of Positions <u>1</u>)	<u>\$38,000.00</u>	
37	Fringe Benefits	<u>\$6,840.00</u>	
38	Purchased Services		
39	Supplies and Materials	<u>\$1000.00</u>	
40	Equipment	<u>\$1000.00</u>	
41	Other (Describe)		<u>\$46,840.00</u>
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u> </u>)		
45	Fringe Benefits		
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		<u>\$0.00</u>
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		

Attachment D

57	Other (Describe)		<u>\$0.00</u>
58			
59	Guidance Services:		
60	Salaries: (No. of Positions ____)		
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other (Describe)		<u>\$0.00</u>
66			
67	Health Services:		
68	Salaries: (No. of Positions .05)		
69	Fringe Benefits		
70	Purchased Services	<u>\$27,000.00</u>	
71	Supplies and Materials	<u>\$2,000.00</u>	
72	Equipment	<u>\$2,000.00</u>	
73	Other (Describe)		<u>\$31,000.00</u>
74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions ____)		
77	Fringe Benefits		
78	Purchased Services		
79	Supplies and Materials		
80	Equipment	<u>\$25,000.00</u>	
81	Other (Describe)		<u>\$25,000.00</u>
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ____)	<u>\$27,500.00</u>	
85	Fringe Benefits	<u>\$4,950.00</u>	
86	Purchased Services (audit)	<u>\$8,000.00</u>	
87	Supplies and Materials		

Attachment D

88	Equipment		
89	Other (Describe)		<u>\$40,450.00</u>
90			
91	Maintenance and Operations:		
92	Salaries: (No. of Positions ____)		
93	Fringe Benefits		
94	Purchased Services	<u>\$20,000.00</u>	
95	(include utilities)		
96	Supplies and Materials		
97	Equipment	<u>\$5,000.00</u>	
98	Other (Describe)		<u>\$25,000.00</u>
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions ____)		
102	Fringe Benefits		
103	Purchased Services	<u>\$10,000.00</u>	
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		<u>\$10,000.00</u>
107			
108	Food Services:		
109	Salaries: (No. of Positions ____)		
110	Fringe Benefits		
111	Purchased Services	<u>\$4,000.00</u>	
112	Supplies and Materials	<u>\$54,000.00</u>	
113	Equipment		
114	Other (Describe)		<u>\$58,000.00</u>
115			
116	Data Processing:		
117	Salaries: (No. of Positions ____)		
118	Fringe Benefits		

Attachment D

119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other (Describe)		
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions <u>1</u>)	<u>\$20,000.00</u>	
126	Fringe Benefits	<u>\$3,600</u>	<u>\$23,600.00</u>
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	including facility upgrades)	<u>\$60,000.00</u>	
130	Please list upgrades:		
131			
	Utilities (contract for one total year		
132	including facility upgrades		
	Insurance (contract for one total year		
133	including facility upgrades		
134	Property Insurance		
135	Content Insurance	<u>\$4,5000.00</u>	<u>\$64,500.00</u>
136			
137	Debt Expenditures:		
138	Other Expenditures:		
139	Consultants	<u>\$30,000.00</u>	<u>\$30,000.00</u>
140			
141	TOTAL EXPENDITURES		<u>\$717,491.00</u>



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School Name: GUAP Academy College Prep. Charter Date 9/16/2009

Address _____ Phone _____

Director Dr. Gerald Kinder E-Mail _____

School Contact (Name/Position) Dr. Gerald Kinder Phone _____

Facility is: _____ Proposed ☒ Existing _____ New Construction

Required Inspections and Staff Training

1. Maintenance Procedures Manual _____
2. Training Manual _____
3. Fire Extinguishers Serviced Annually _____
4. Fire Extinguishers Inspected Monthly _____
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall _____
6. Fire Alarm System tested/inspected annually _____
7. Fire Drills Performed Monthly _____
8. Natural Gas Distribution System Inspected Annually _____
9. RPZ Valves Inspected Annually _____
10. Asbestos Surveillance up to Date _____
11. MSDS Sheets up to Date and Accessible _____
12. Hot Water Boiler/Heater _____

Action Items (Follow-Up Required)

1. _____
2. _____
3. _____
4. _____

Specific Building Information

1. Building Name and LEA # Old St. Paul Missionary Baptist Church 2. Grade Configuration 9-123. Facility Built Date (including additions): Jan-09 4. Walk-thru of facility conducted: YES

5. Items Checked:

☒ HVAC System☒ Roofs☒ Exit Lights☐ Plumbing/ ADA Compliance☐ Hot Water Boilers & Heaters☐ Electrical System☐ Doors/Windows☐ Interior / Exterior Lighting☒ Emergency Lighting☐ Floor Coverings☐ Grounds Maintenance☐ Fire Extinguishers☐ Kitchen Equipment☒ Fire Alarm☐ Playground Equip.☒ Stairwells☒ Fire Sprinkler Systems☐ Athletic Field Maintenance☒ Elevators & Wheelchair Lifts☐ Kitchen Hood Vent Suppression System☐ Interior / Exterior Finishes☒ Masonry & Concrete Building Exteriors☐ Sidewalks, Driveways, Parking Areas, & Pave☒ Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas☒ Food Service (Catered)6. Building Comments: This facility is less than one year old. It is the main building for the church.The charter school will be located on the second floor in the present Sunday School classes ofvarious sizes. The space available for the school is approximately 12,000 sq. ft. There is an elevatorand two sets of stairs. ADA compliant restroom is on the ground floor.The construction appears to be a steel frame building with brick and stucco exterior on concrete.

7. Custodial (include equipment and storage):

☐ Storage Closets☐ Restrooms☐ Hallways/Classrooms/Offices☐ Gymnasiums/Locker Rooms

Custodial Comments: _____

_____Summary of the General Condition of the Facility: Good

Action Items (Follow-up required):

1. Permitting and inspection by the City of West Memphis.
2. Certificate of Occupancy from the City of West Memphis prior to opening.
3. _____
4. _____
5. _____

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative: _____ Position: _____

Comments _____

Distribution: Charter School Office DPSAFT Project File
Guap Academy

Attachment 1

Mom's Catering
11800 Sweetwater Run * North Little Rock * Arkansas * 72117
(501) 945-7533 * Fax # (501) 945-1167

October 20, 2009

GUAP Academy
Dr. Gerald Kline
Fax # 1-615-296-5004

Re: Consultation services and Caterer Training

Dr. Kline,

As per your request, I am sending this letter confirming our conversation regarding hiring me to consult and train your caterer upon approval of your Charter School. I agree to consult and train to the best of my ability your caterer and school lunch staff.

This agreement is can be voided at any time between either party.

Sincerely,
Robin Benetz

Application Cycle 2010

Additional Documents Received by ADE

Guap Academy College Preparatory School



October 27, 2009

Dr. Gerald Kiner

Guap Academy College Preparatory School
504 South 8th Street
West Memphis, Arkansas 72301

RE: Letter of Support

Dear Dr. Kiner

I am providing this letter to Guap Academy to confirm that we will provide literacy support services to its students, parents, and volunteers as needed. We work with other charter schools and public schools in Memphis and we have also worked with you in the past. Consequently, our established relationship should make working with Guap Academy in West Memphis a smooth transition. We are also willing to provide speakers, training for on-site literacy tutors, and other workshops as needed or within our means. For your students who may have children we can provide our Family Reading Workshops, children's books, and extra school supplies as well. Your public charter school aimed at at-risk students will provide many benefits to the community of West Memphis.

Additionally, the vision of Guap Academy to apply for federal grants to bring additional literacy programs to the West Memphis community should be applauded and we will partner with you to bring such grants to West Memphis. We are sure that the Arkansas State Board of Education will see the efforts of Guap Academy as ambitious, visionary, and needed.

Should you have any questions or need any additional information, please contact me at (901) 327-6000, ext. 1007.

Sincerely,

A handwritten signature in cursive script that reads "Wilson McCloy".

Wilson McCloy
Family Literacy Program Manager

THE COMMERCIAL APPEAL

Memphis, Tennessee

Published daily except on Sundays

Read more at commercialappeal.com

U of M-Southwest pact puts degrees on fast track

By Juanita Cousins

Wednesday, September 30, 2009

The University of Memphis and Southwest Tennessee Community College have created a co-admissions program to give Southwest students an easy transition to the U of M.

UofM President Shirley Raines and Provost Ralph Faudree signed an agreement with Southwest President Nathan Essex and Provost Joanne Bassett during a brief ceremony Wednesday morning at Southwest's Macon Cove Library.

"There has been a whole range of cooperation between the University of Memphis and Southwest, but this is one I think we are especially proud of because this will make the road from high school to a bachelor's degree as wide and smooth as possible," Faudree said.

The Partnership Enrollment Program will guarantee Southwest students admission to the UofM while at the community college.

Students must enroll in the program before completing 30 credit hours at Southwest. U of M staff members will advise enrolled Southwest students about which classes best fit degree programs at both schools so that every course students take at the community college counts toward their bachelor's degrees.

They will have access to UofM parking lots, recreation facilities and student activities if they pay the required fees, and their application fees will be waived.

After earning an associate's degree with a minimum 2.0 grade-point average, a student will be eligible to enroll at the UofM and receive priority registration, creating a "seamless transition," said Bassett.

The program requires students to enroll at the UofM within a year of graduation from Southwest.

This fall, 412 students from Southwest enrolled at the UofM. Carol Tosh, Southwest vice president for student services and enrollment management, said she expects the

program to boost that number.

Tuition for in-state students taking 12 credit hours is \$1,332 per semester at Southwest and at \$2,652 per semester at the UofM.

After completing their associate degrees and enrolling at the UofM, students can be considered for transfer scholarships and have all credits accepted.

Students studying Wednesday in the Macon Cove Library gathered around the ceremony, drawn by talk of early admission to the university.

"I came here because I heard about this new program and wasn't sure how I could get into the University of Memphis since I just moved here from Fort Worth, Texas," said Hannah Long, an 18-year-old studying business at Southwest. "It just solved all my problems."



GUAP ACADEMY

Arkansas Department of
Education State Board
Power Point Presentation

West Memphis School District

- Only 71% of the students graduate – 1 out of 4 seniors will drop out
- Nearly 2 out of 3 black students are not proficient readers
- 60% of economically disadvantaged students are not proficient readers

West Memphis School District

- West Memphis is ranked 181 out of 231 school districts
- The West Memphis School District received a failing grade of 1 out of 5 stars
- Nearly 95% of students with disabilities are not proficient readers

West Memphis School District
2007 Grade 11 Reading and Math
Proficiency by Student Group

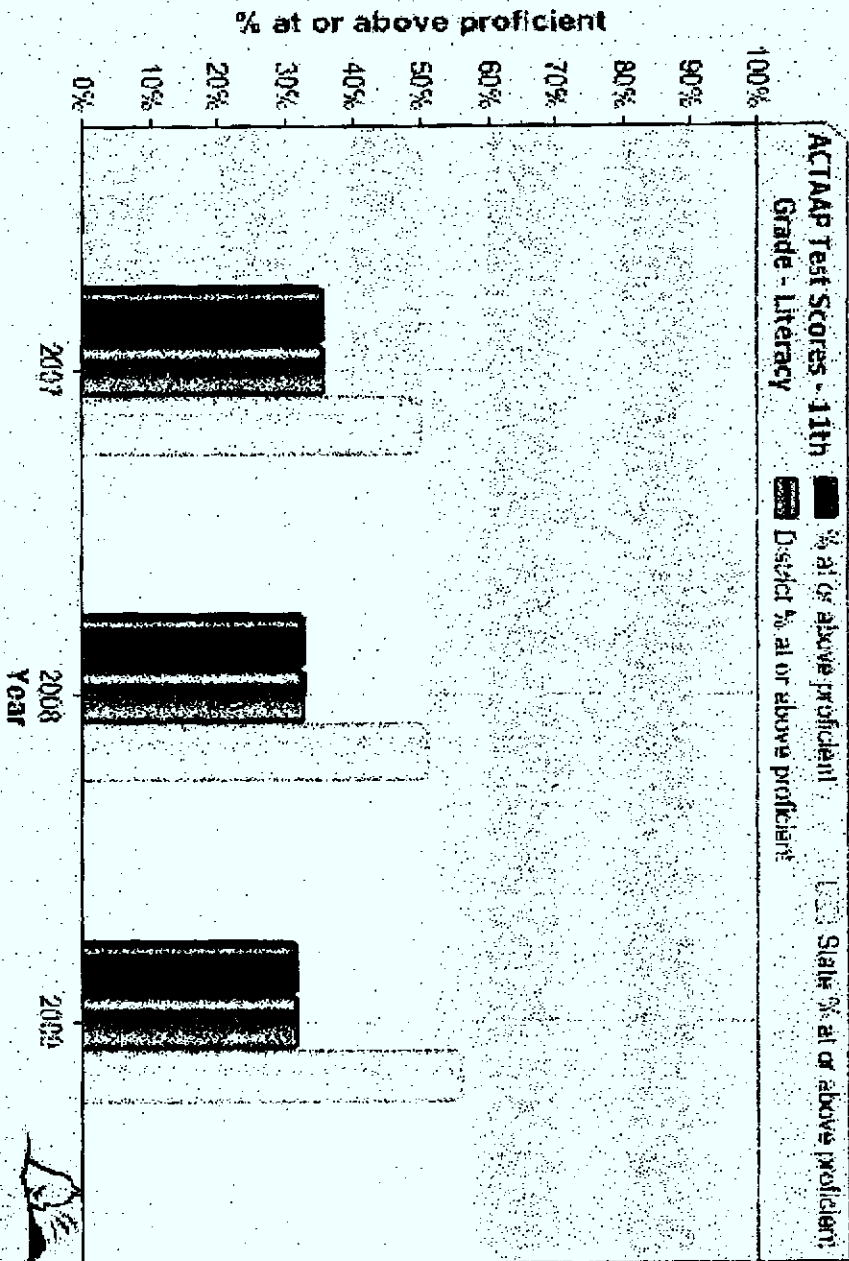
	Proficiency
All Students	37.5%
Black	33.1%
White	66.0%
Female	37.9%
Male	36.8%
Economically Disadvantaged	38.4%
Students with Disabilities	5.6%

*Source – School Digger 2009

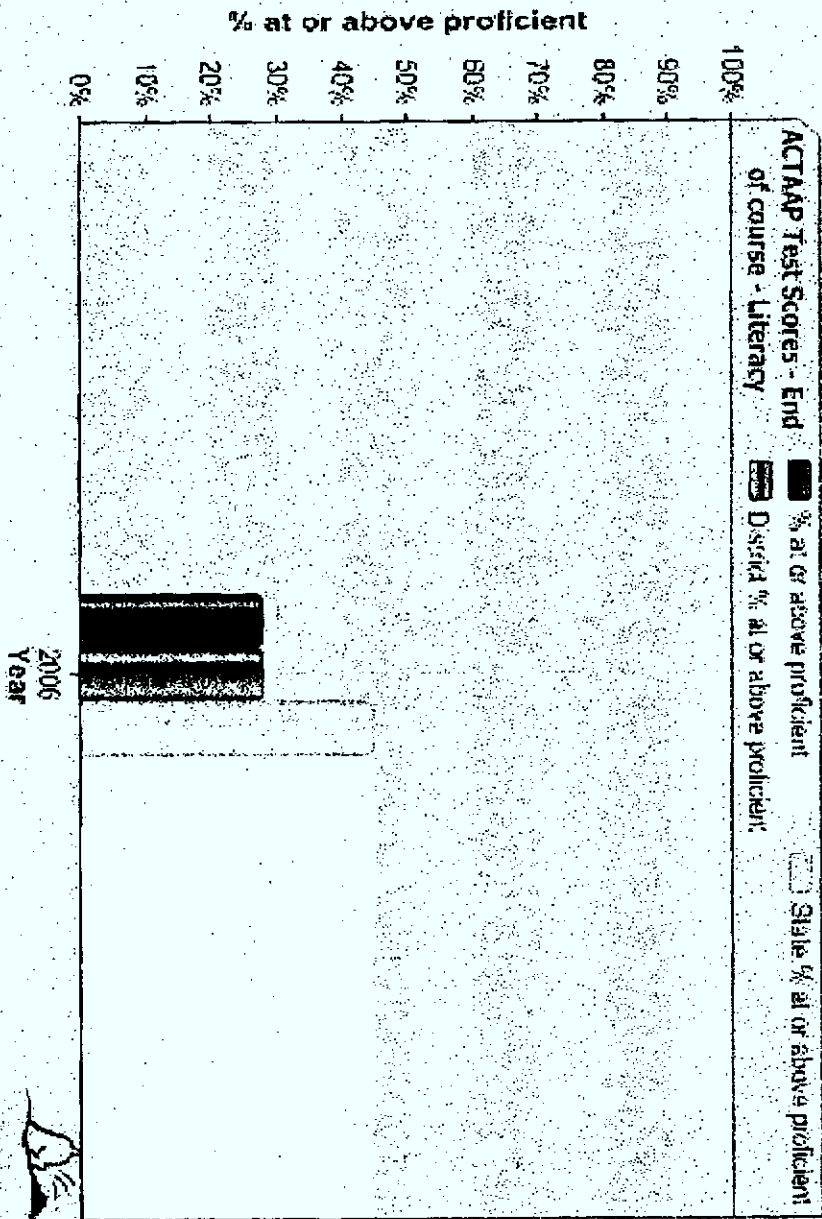
Students With Disabilities

- A shocking 94.4% of students with disabilities are not proficient in reading and math

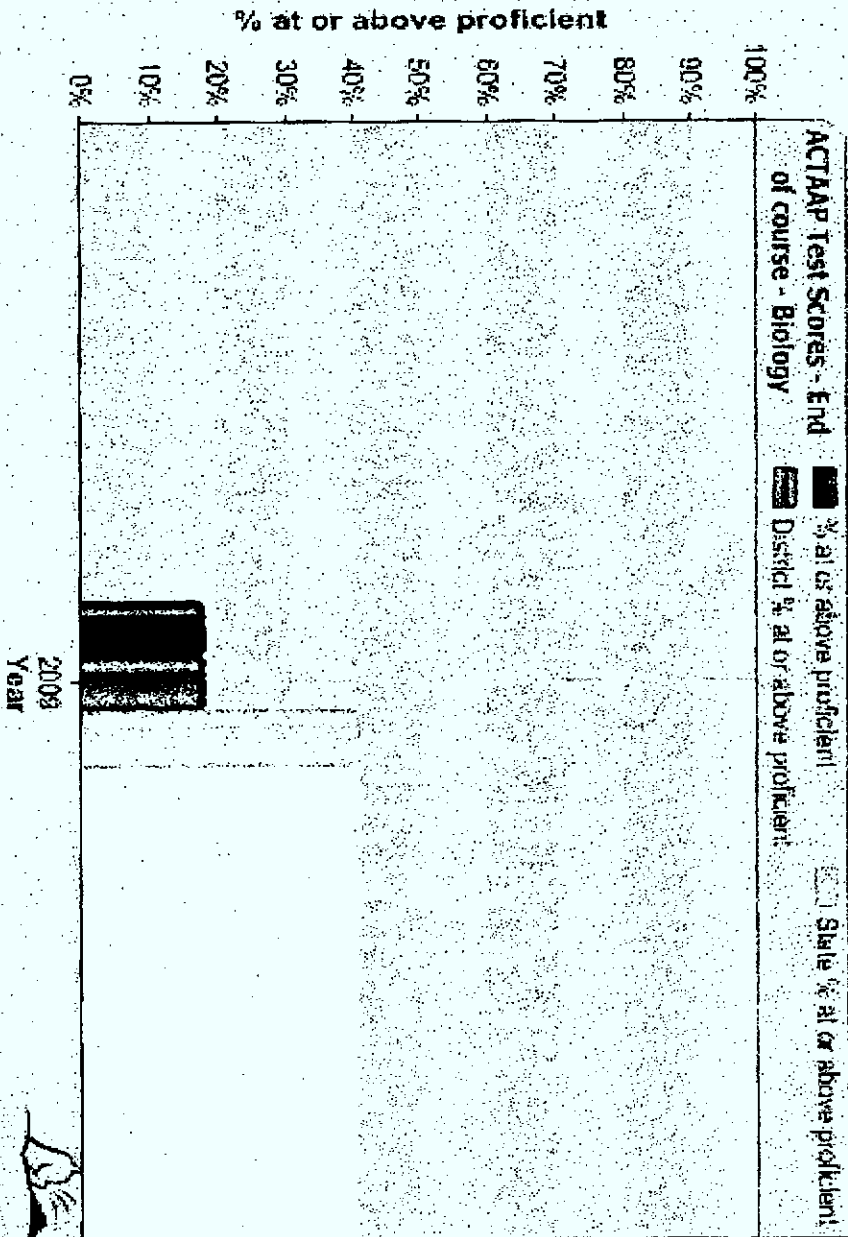
West Memphis High School ACTAAP Test Scores 11th Grade - Literacy



West Memphis High School - ACTAAP Test Scores - End of course - Literacy



West Memphis High School ACTAAP Test Scores End of course - Biology



West Memphis School District

- West Memphis School District
Number of Students in District 6,125
Adults with at least a High School
Diploma 72.5%
Adults with at least a Bachelor's Degree
12.1%

Marion School District

- Marion School District-
North of West Memphis
4.5 miles from West Memphis School
District
Number of Students in District 3,957
Adults with at least a High School
Diploma 80.8%
Adults with at least a Bachelor's Degree
18.3%

Earle School District

- Earle School District-
West of West Memphis
17.9 miles from West Memphis School
District
Number of Students in District 880
Adults with at least a High School
Diploma 63.9%
Adults with at least a Bachelor's Degree
8.6%

Hughes School District

- Hughes School District -
South West of West Memphis
20.7 miles from West Memphis School District
Number of Students in District 497
Adults with at Least a High School Diploma
66.5%
Adults with at Least a Bachelor's Degree
8.6%
- Total student for all four districts: 11,459

Affects On School District(s)

- In year one, since the proposed enrollment is only 100 students, Guap Academy does not expect other school districts within the geographical area to be significantly affected. In fact within the West Memphis School District, the amount of transfers will not be significant enough to make an impact on the transferring district. 100 students represent less than .017 percent of the enrollment of the West Memphis School District. Even as we add 100 students per year until we reach our capacity of 400 students, the surrounding districts will still represent less than .035 percent of the total enrollment for the transferring district(s).

Expanded or enhanced educational options for students at Guap Academy

- Creating a 9th Grade Academy which will track 9th graders and provide supplemental educational services for them throughout their academic career. This model helped Melrose High School in Memphis, TN obtain a 93% promotion rate.

Expanded or enhanced educational options for students at Guap Academy

- 100% of students will be required to take college entrance exams
- Recruit low performing students and raise their scores – thereby raising district and state scores
- Rigorous academic program for students who are overage for grade or at risk of becoming overage

Expanded or enhanced educational options for students at Guap Academy

- Individualized Learning Plans for all student which research shows is a best practice in leading charter schools
- Mentors for every student
- Field Trips (exposure trips for all students)
- College tour trips for all students
- Mandatory after school student sessions for all students

Expanded or enhanced educational options for students at Guap Academy

- Saturday enrichment classes for all students
- Extended school year for all students .
- Peer mentoring for all students
- Parents will be mandated to participate in their child's education and attend at least one 2 hour "parent involvement workshops"

- Expanded or enhanced educational options for students at Guap Academy
- 529 saving plan bank accounts shall be open for all Guap Academy students

529 Basics:

A 529 plan is a tax-advantaged investment plan designed to encourage saving for the future higher education expenses of a designated beneficiary (typically one's child or grandchild). The plans are named after Section 529 of the Internal Revenue Code and are administered by state agencies and organizations.

Expanded or enhanced educational options for students at Guap Academy

- Guap Academy will offer Dual Credit college classes or Concurrent classes which give students a chance to earn college credit and be enrolled in college while in high school.

Ways to Boost Economy

"Members of the State Board of Education, the State Higher Education Coordinating Board and State Board of Workforce Education and Career Opportunities met jointly to discuss ways to boost the state's economy, which Gov. Mike Beebe said must be built on the foundation of a solid educational system resulting in a more intelligent and higher-skilled work force."

*Source:

[www.nwaonline.net/articles/2007/12/10/news/121107/redum
eeting.txt](http://www.nwaonline.net/articles/2007/12/10/news/121107/redum
eeting.txt)

Ways to Boost Economy

Expected Lifetime Earnings

Doctoral Degree	\$3.4 million
Master's Degree	\$2.5 million
Bachelor's Degree	\$2.1 million
Associate's Degree	\$1.6 million
Some College	\$1.5 million
High School Graduate	\$1.2 million
Non-High School Graduate	\$1 million

Application Cycle 2010

ADE Hearing Letter

Little Rock Urban Collegiate Public Charter (UCPC) School
for Young Men



ARKANSAS DEPARTMENT OF EDUCATION

October 23, 2009

Dr. Tom W. Kimbrell
Commissioner

Ms. Jackie Jackson
7 Pleasant Cove
Little Rock, AR 72211

**State Board
of Education**

Dr. Naccaman Williams
*Springdale
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Sherry Burrow
Jonesboro

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Toyce Newton
Crossett

Re: Notice of Appeal/State Board Meeting
Little Rock Urban Collegiate Public Charter School for Young Men

Dear Charter Applicant and Affected School District:

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Little Rock School District will occur at the State Board's meeting of November 9, 2009. The meeting will begin at 1:00 p.m. and will be held in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.

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

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 2:00 p.m. on October 29, 2009. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

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

Sincerely,

Tripp Walter
Interim General Counsel

TW/slr

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Dr. Linda Watson, Little Rock School District
School Board President Charles Armstrong, Little Rock School District

**ARKANSAS STATE BOARD OF EDUCATION
POLICY AND PROCEDURES FOR HEARING
CHARTER SCHOOL APPLICATIONS AND APPEALS**

- 1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school to the State Board. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.
- 4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the application or appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Application Cycle 2010

Appeal Letter

Little Rock Urban Collegiate Public Charter (UCPC) School
for Young Men

October 7, 2009

Arkansas State Board of Education
C/o Dr. Mary Ann Brown
Arkansas Department of Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201

Dear Dr. Brown:

The Little Rock Urban Prep, Inc. has received the Little Rock School District Board of Education letter opposing the Little Rock Collegiate Public Charter (UCPC) School for Young Men.

We respectfully request a hearing before the State Board of Education on this matter.

Sincerely,



Jackie Jackson
President, Board of Directors

Cc: Little Rock School District

RECEIVED
OCT 09 2009

CHARTER SCHOOL OFFICE

Application Cycle 2010

Denial Letter(s)

Little Rock Urban Collegiate Public Charter (UCPC) School
for Young Men



LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 29, 2009

Dr. Mary Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Dr. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 24, 2009 at 810 West Markham Street. At that time, the Board voted unanimously to oppose the Collegiate Public Charter School for Young Men. The Board's findings are enclosed.

We respectfully request an opportunity to be heard at the ADE Board Meeting when this item would be considered. Your consideration of our position is appreciated.

Sincerely,


Charles Armstrong
President, Board of Directors


Linda Watson, Ed. D.
Superintendent

Cc: Mrs. Jackie Jackson

RECEIVED
SEP 30 2009

CHARTER SCHOOL OFFICE



LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

September 30, 2008

Dr. Ken James, Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. James:

On September 23, 2008, the Little Rock School District Board of Directors (hereinafter "LRSD") voted not to approve the open-enrollment charter school applications for Little Rock Preparatory Academy and Little Rock Urban Prep for Young Men (hereinafter the "Applicants"). For the reasons set forth below, the LRSD respectfully requests that no additional charter school applications be approved in Pulaski County until such time as the State Board of Education (hereinafter "State") has complied with Ark. Code Ann. § 6-23-106 and has "carefully review[ed]" the "potential" impact on the ability of the Pulaski County school districts "to create and maintain a unitary system."

The 1989 Settlement Agreement of the Pulaski County interdistrict desegregation case created a countywide, interdistrict student assignment system that was intended to be the sole means for interdistrict movement of students within Pulaski County. *See* Docket No. 3792. The 1989 Settlement Agreement established a system of educational choices designed to promote cultural diversity and to improve academic achievement. The State Board of Education could have required open-enrollment charter schools in Pulaski County to establish enrollment criteria consistent with the 1989 Settlement Agreement, *see* Ark. Code Ann. § 6-23-306(14)(A), but it has failed to do so. Thus, open-enrollment charter schools in Pulaski County provide a means for the interdistrict movement of students in Pulaski County without regard to the impact on traditional public schools and contrary to the 1989 Settlement Agreement.

Education research suggests that open-enrollment charter schools in Pulaski County are having a negative impact on the ability of traditional public schools to promote cultural diversity and to improve academic achievement in at least two ways. First, the open-enrollment charter schools in Pulaski County are not providing student transportation. This creates a barrier to enrollment for students living in poverty and further segregates these students into high-poverty schools. Education research indicates that "when public schools educate poor students separately from other students, the high-poverty schools do not normally provide an equal, or even adequate, education to their students." *See, e.g.,* RICHARD D. KAHLENBERG, *All Together Now: Creating Middle Class Schools through Public School Choice*, p. 2

Second, students who choose to attend charter schools, like students who choose magnet schools, tend to outperform their peers on standardized tests. Even if these students qualify for free or reduced price meals, their parents are, on average, more educated, they have higher aspirations for their children, and they are more likely to help their children at home and to volunteer at school than other parents of students who qualify for free or reduced price meals. See, e.g., WITTE, JOHN, "The Milwaukee Voucher Experiment: The Good, the Bad, and the Ugly." *Phi Delta Kappan* 81,1 (September 1999): 59-64. Traditional public schools suffer from the loss of these parents who are educated and involved and who can be a potent force for change. Moreover, the loss of these relatively higher performing students will make it more difficult for their former schools to meet the requirements of No Child Left Behind (hereinafter "NCLB"), further stigmatizing these schools and making it more difficult for them to attract middle-class students.

In the past, the State has approved open-enrollment charter schools in Pulaski County based on representations by the sponsors that those schools would have small enrollments and consequently would have no significant impact on the ability of the Pulaski County districts to create and maintain a unitary school system. The Little Rock Urban Prep for Young Men again makes this representation in its application. There are two problems with this approach. First, it does not address the *cumulative* impact of open-enrollment charter schools in Pulaski County. Second, it does not address the negative impact on achievement resulting from segregating high poverty students in traditional public schools.

In the 1989 Settlement Agreement, the State committed to the following principle: "There should be a remediation of the racial academic achievement disparities for Arkansas students." 1989 Settlement Agreement, Section III, Paragraph F. To satisfy this commitment, the 1989 Settlement Agreement provided:

The ADE, with the assistance of the Court's desegregation expert(s), will develop and will search for programs to remediate achievement disparities between black and white students. If necessary to develop such programs, the ADE will employ appropriately trained and experienced consultants in the field of remediation of racial achievement disparities and/or hire as staff members persons with such training and experience.


1989 Settlement Agreement, Section III, Paragraph G. ADE has failed to identify or develop any program to improve the academic achievement of students attending high-poverty schools. Consequently, the segregation of students living in poverty in traditional public schools (as a result of the concentration of charter schools in Pulaski County) violates the State's commitment to remediate achievement disparities.

While charter schools were intended to encourage the use of innovative teaching methods, the State's 2006-2007 Evaluation Report of charter schools demonstrates they have failed to serve that purpose. Teaching innovations like class size reduction, team teaching, multi-grade classrooms showed a negative impact on student achievement. The evaluation further demonstrates that open-enrollment charter schools are using waivers from state law, not to clear the way for innovative teaching methods, but to avoid requirements designed to ensure quality teachers. The most common waivers granted by the State were from the requirement to have certified teachers and from the requirements of the Teacher Fair Dismissal Act. Granting waivers such as these prevent traditional public schools from competing with open-enrollment charter schools on a level playing field, and in this way too, cause further segregation of students living in poverty in traditional public schools.

For these reasons, no additional open-enrollment charter school applications should be approved in Pulaski County until such time as the State has complied with Ark. Code Ann. § 6-23-106 and conducted a meaningful review of the impact of open-enrollment charter schools on the ability of the Pulaski County school districts to create *and maintain* a unitary system.

Sincerely,


Dianne Curry, President
LRSD Board of Directors


Chris Heller, Attorney
Friday, Eldredge & Clark

cc: Mary Ann Brown, ADE
Charter School Liaison
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Little Rock Preparatory Academy
ATTN: Latoya Goree Hamilton
4710 Sam Peck Road, Apt. 1022
Little Rock, AR 72223

Little Rock Urban Prep for Young Men
ATTN: Jackie Jackson
11606 Stoney Point
Little Rock, AR 72211

Board of Directors of the Little Rock School District

In re: Application of Little Rock Urban
Collegiate Public Charter School for
Young Men (“UCPC”) for an open-
enrollment charter school in the
Little Rock School District

Findings

1. The purpose of charter schools is to improve student learning for low-achieving students through different and innovative teaching methods. *See* Ark. Code Ann. § 6-23-102.
2. UCPC’s application includes little that is innovative or different from what is already available within LRSD schools. LRSD does not have an all boys school and does not teach Arabic. Nevertheless, UCPC’s application shows a lack of careful planning. UCPC has cobbled together many disparate programs without explaining how they will work together. For example, it states it will use Core Knowledge for language arts, math, science and history with a focus on “experiential learning,” but also states it will use Singapore Math which is based on direct instruction. The language arts program is said to consist of three periods of language arts each day: phonics, reading comprehension and writing. In a K-8 school, students rapidly progress beyond the stage of needing phonics instruction, but no differentiation in the language arts curriculum for grade progression from K to 8 is mentioned.
3. UCPC’s application also fails to live-up to its promise to provide boys more “experiential learning” by relying heavily on computer-based instruction. UCPC plans to teach Latin, Spanish, Arabic, Chinese, engineering, economics and entrepreneurship using computer

software.

4. The school's proposed budget only includes \$88,000 for student transportation. That is only \$126.44 per student. The State provides \$286.00 per student for transportation as a part of foundation funding. *See* 2008 Interim Study on Educational Adequacy (December Revision), p. 56. If the school could contract for transportation on the same terms and conditions as the District, the cost of providing transportation for all students (assumes 11 bus routes; \$236.11 per route, per day; 200 days) would be \$519,442.00 per year or \$746.32 per student. This is without any special needs buses. LRSD runs 68 special needs routes at a cost of approximately \$56,000.00 per route, per year. In 2007-08, LRSD spent \$623.96 per student for transportation; KIPP Delta College Prep spent \$907.83 per student.
5. There is substantial evidence that a lack of transportation prevents many poor, black students from attending charter schools. Academics Plus' and LISA Academy's black enrollment decreased substantially over time. In 2005, Academics Plus reported to ADE that "[disadvantaged students] do not live in the area nor do they have the means to get to our school. Many have expressed interest but [do] not have the means to get to our school." Letter to Bobby Davis, November 18, 2005, p. 2. More recently, Little Rock Prep reported that only 60 of 108 students enrolled in the school actually showed up. *See* ADE 8/9/2009, "New Charter Schools Battles Setbacks." Little Rock Prep founder Latoya Goree investigated the reason these students did not show up, and all those that she could contact indicated it was due to the lack of transportation.
6. UCPC fails to identify the person who will serve as CEO/School Leader. It takes an

extremely talented and well-trained person to successfully operate a high-poverty school. KIPP carefully selects potential school leaders and requires them to complete a one or two-year fellowship before allowing them to open a KIPP school. The applicants' CEO/School Leader minimum qualifications do not require that the CEO/School Leader have a proven record of success in a high-poverty school or have successfully completed an urban charter school training program.

7. If UCPC's application is unconditionally approved, it will have a negative impact on the operation of the 1989 Settlement Agreement in *LRSD v. PCSSD, et al*, U.S.D.C., E.D. Ark., No. 82-866; on the LRSD's ability to maintain a unitary school system; and on the ability of NLRSD and PCCSD to obtain unitary status. UCPC's claim that the desegregation impact is insignificant due to the small number of students who might attend the school ignores the cumulative impact of open-enrollment charters school in Pulaski County. The ultimate goal of desegregation is to provide an equal educational opportunity to black students. Charter schools are frustrating accomplishment of that goal by further concentrating students living in poverty in the LRSD. This was confirmed by a recent report prepared by the University of Arkansas, Office for Educational Policy. While 65 percent of LRSD students qualified for free or reduced-price meals during 2008-2009, only 38 percent of LRSD students who transferred to charter schools qualified for free or reduced-price meals. Nathan C. Jensen and Gary W. Ritter, "An Analysis of the Impact of Charter Schools on the Desegregation Efforts in Little Rock, Arkansas," p. 11 (Table 6) (2009).
8. The Board hereby re-adopts its findings set forth in its letter to Dr. Ken James dated

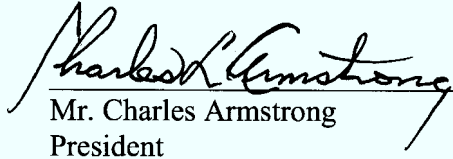
September 30, 2008, attached hereto as Exhibit A.

9. The application of UCPC is NOT approved.
10. Should the State Board issue a charter to UCPC, it should include the following conditions¹ to minimize the negative impact on the operation of the 1989 Settlement Agreement in LRSD v. PCSSD, *et al*, U.S.D.C. E.D. Ark. No. 82-866; on the LRSD's ability to maintain a unitary school system; and on the ability of NLRSD and PCCSD to obtain unitary status:
 - a. Student recruitment efforts must be directed toward low-achieving students;
 - b. During the student registration process, the school must provide the LRSD, NLRSD and PCSSD with weekly updates of their students who have applied for admission to the school;
 - c. At least 80 percent of new enrollees each year must qualify for free or reduced-price meals and/or be performing at the basic level or below on the Arkansas Benchmark Exam;
 - d. The school must require parents to sign a "contract" agreeing that the student remain at the school for the entire school year;
 - e. The school must provide counseling services as required by ADE Accreditation Standards, § 16.01 Guidance and Counseling;
 - f. The school must provide an alternative learning environment for suspended/expelled students, or alternatively, the school must reach an agreement with the LRSD to provide an alternative learning environment for suspended/expelled students;
 - g. Transportation must be provided to students who reside within LRSD and who qualify for free or reduced-meals;²

¹See ADE Charter School Rules Section 9.03, "The State Board may place conditions on the charters it awards."

²Federal regulations specifically allow a students' free and reduced-price meal status to be used for other programs including "free or reduced-price bus transportation" with parental

- h. Transportation must be provided as required by the IEP of special education students; and,
- i. The school must hire a CEO/School Leader who has a proven record of success in a high-poverty school or who has successfully completed a urban charter school training program such as a Building Excellent Schools Fellowship.

 9/30/09
Mr. Charles Armstrong Date
President

consent. *See* Disclosure of Children's Free and Reduced Price Meals and Free Milk Eligibility Information in the Child Nutrition Programs, 72 Fed. Reg. 10885, 10889 (2007) (codified at 7 C.F.R. § 226.23).



Pulaski County Special School District

Office of the Superintendent

Rob McGill, Acting Superintendent
Linda G. Paladino, Executive Assistant

September 14, 2009

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201-1071

Dear Dr. Kimbrell:

On September 1, 2009, the Superintendent's office of the Pulaski County Special School District (PCSSD) received from the Little Rock Urban Public Charter (UCPC) School for Young Men notice of intent to establish a charter school in Little Rock.

State law requires that the State Board of Education not approve any charter schools that may delay, hamper or negatively affect the desegregation efforts of a school district. In this instance, the location and proposed curriculum of this school may negatively affect the PCSSD's ability to obtain unitary status and the PCSSD submits that as matter of policy, the State Board of Education should suspend approval of any and all charter school applications in Pulaski County until the unitary status of the PCSSD is determined.

At the regular board meeting on September 8, 2009, the Pulaski County Special School District Board of Education, by unanimous vote, denied support of the Little Rock Urban Public Charter (UCPC) School for Young Men and opposed the application for charter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rob McGill', is positioned above the typed name.

Rob McGill
Acting Superintendent of Education

Cc: Dr. Mary Ann Brown
Jackie Jackson

925 East Dixon Road Little Rock, Arkansas 72206
Phone: (501) 490-6201 Fax: (501) 490-0483 www.pcssd.org

RECEIVED
SEP 17 2009
SEP 17 2009

CHARTER SCHOOL OFFICE

Application Cycle 2010

Letter of Intent

Little Rock Urban Collegiate Public Charter (UCPC) School
for Young Men

Letter of Intent to Apply

Open enrollment Public Charter School

Name of Eligible Entity: Little Rock Urban Prep, Inc.

Contact Person **Name:** Jackie Jackson

Mailing Address: 7 Pleasant Cove, Little Rock, AR 72211

Daytime Phone: 501-744-4883

Fax: 501-217-9954

Email: jyjackson1511@sbcglobal.net

Description of eligible entity: Little Rock Urban Prep (LRUP) has applied for non-profit status as an educational entity. The purpose of LRUP is to assist young men in the Little Rock area by providing a secondary educational system focused on providing leadership, college and career opportunities. LRUP will do this using a research based educational program which addresses the generational, cultural and gender distinctions relevant to young males living in low-income, economically disadvantaged environments. LRUP is comprised of various individuals from diverse backgrounds with many years of higher and secondary education teaching experience and experience in the areas of business and technology.

Name of Proposed School: Little Rock Urban Collegiate Public Charter (UCPC) School for Young Men

Location of Proposed School: Little Rock

Grade Levels of Proposed School: K-8

Purpose or Special Emphasis of Proposed School: UCPC will provide a leadership and college preparatory education for urban young men, offering a specialized educational program that focuses on the needs and learning patterns of young males from low-income, economically disadvantaged environments. By providing a research-driven educational program over an extended school day, UCPC will prepare these at-risk students for high achievement both in the classroom and in the community. Over time UCPC will decrease the achievement gap for this student population and provide viable alternatives for college preparation for these young men.

Contact Signature: Jackie Jackson

Cc: Local School Board Directors

RECEIVED
JUL 17 2009
CHARTER SCHOOL OFFICE

Application Cycle 2010

Application

Little Rock Urban Collegiate Public Charter (UCPC) School
for Young Men

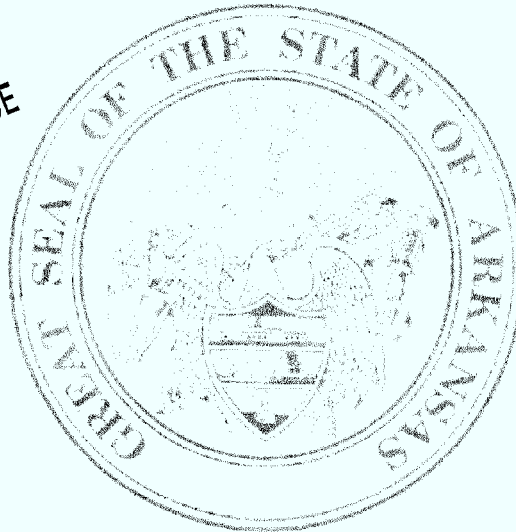
ARKANSAS DEPARTMENT OF
Education

**Open-Enrollment Public Charter School
New Application**

Deadline for Submission: August 31, 2009



RECEIVED
AUG 31 2009
CHARTER SCHOOL OFFICE



**Charter School: Little Rock Urban Collegiate Public Charter (UCPC) School for
Young Men**

Date Submitted: 08.31.2009

Date Approved:

**Arkansas Department of Education
Charter School Office
Four State Capitol Mall, Room 105-C
Little Rock, AR 72201
501.683.5313**

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Little Rock Urban Collegiate Public Charter (UCPC) School for Young Men

Grade Level(s) for the School: K-8th **Student CAP:** 696

Name of Sponsoring Entity: Little Rock Urban Prep, Inc.

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

☐ A public institution of higher education;

☐ A private nonsectarian institution of higher education;

☐ A governmental entity; or

☒ An organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Jackie Jackson

Address: 7 Pleasant Cove **City:** Little Rock, AR 72211

Daytime Phone Number: 501.744.4883 **FAX:** 501.217.9954

E-mail: jackson1511@sbcglobal.net

Charter Site Address: To be determined. **City:** Little Rock **ZIP:** 72204

Date of Proposed Opening: July 19, 2010

Chief Operating Officer of Proposed Charter: Will be selected through a search if charter is granted

Title: CEO/School Leader

Address: _____ **City:** _____

ZIP Code: _____ **Daytime Telephone Number:** _____

The proposed charter will be located in the: Little Rock School District.

List the current K-12 student enrollment of the district where the proposed public charter school will be located. 25,721 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets if necessary). Little Rock School District; North Little Rock School District; Pulaski County Special School District

B. General Description

Boys across America are leaving school without completing their education; they are turning their back on the American dream. The problem persists across all socioeconomic and ethnic groups. Trends in Arkansas and across the United States show a progressive decline in academic success for young males, without similar declines for females. Female students consistently outpace their male classmates on test scores, graduation rates, and attendance. Boys, especially black and Latino students are more likely to get suspended, be held back a grade, and drop out. In fact, according to Dr. Leonard Sax, a family physician and research psychologist, a third of men ages 22–34 are still living at home with their parents—nearly a 100% increase in the past twenty years. In the past fifty years, we have seen college enrollment figures reverse from a previous ratio of 70% male to 30% female to the current level of 35–40% male to 65–70% female.

In 2004, the authors of the *No Child Left Behind* statute recognized this growing gender gap and made provisions for public, single-sex classes and schools. Charter schools were created to provide choice to parents and to serve as living laboratories for new innovations that could be disseminated and implemented across a broad spectrum of schools, new and traditional. Probative value exists for an all-male school as one way to close the achievement gap between girls and boys. Little Rock Urban Collegiate Public Charter School for Young Men has been designed to "best practices" standards from currently existing research. We expect performance data from the school to contribute to the current body of research and to be used to assist in the design and implementation of similar programs in Arkansas public schools.

Little Rock Urban Collegiate Public Charter School for Young Men will employ a number of strategies to make the educational environment more boy-friendly and productive. The learning environment will encourage physical movement and success in academic achievement. The school will provide reading materials that boys enjoy that will stimulate them for academic achievement. Boys benefit from multimedia techniques, spatial and graphic ways of teaching, teams and competition, play and humor, and music and experiential learning, particularly outdoor learning. The school's instructional day will be seven-and-a-half hours long with two additional fifteen-minute recesses/breaks and a thirty-minute lunch. The structure of the day has been designed to accommodate boys' need for movement and frequent physical activity. The school year will be 200 days long. Advanced classical curriculums in Language Arts, World History, African and American History, Geography, Art, and Music have also been selected as part of the core curriculum.

Literacy is one of the most important focal points of our education program, Little Rock Urban Collegiate Public Charter School for Young Men will provide three periods of language arts a day that **include phonics, reading comprehension, and writing** as well as strongly infusing literacy throughout our core curriculum. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) will be used as a supplementary intervention. LLI is designed for children who find reading and writing difficult. LLI is designed and proven to bring children quickly up to grade-level competency in a short amount of time. LLI serves those students who need intensive support to achieve grade-level competency. Each lesson in the LLI system also provides specific suggestions for supporting English language learners.

The school will incorporate language centers for Latin, Spanish, Arabic, and Chinese in grades K-8. Twenty key economic areas will be covered every year at all grade levels, with the instruction differentiated for age. Technology and engineering integrations will reinforce and expand what is taught in the core math and science classes.

All students, kindergarten through 8th grade, will have a Career Cluster class every day. Each quarter, the students will rotate through Economics, Entrepreneurship, Ethics, and Etiquette curricula. The instruction will be differentiated for age and developmental levels, but each student will have a full quarter instruction in each cluster area every year. We have designed a K-8 Economics curriculum based on the National Association of Economic Educators' standards. Little Rock Urban Collegiate Public Charter School for Young Men will use the National Content Standards for Entrepreneurship Education developed by the Consortium for Entrepreneurship Education. The curriculum developed by Deloitte & Touche, *Excellence Through Ethics*, will be used to introduce business ethics in the elementary schools and will serve as the primary curriculum in the middle school. The etiquette curriculum has been included because we know that good social skills are a great equalizer; they transcend social class, economic status, race, and personal achievement. *The Polite Child* curriculum will be used in grades K-3, and the American School of Protocol's *Power, Presence and Style* will be used for 4th-8th grades.

The school plans to have 180 students K-2, 240 students 3rd-5th and 276 students 6th-8th. Based on the grade's fluctuation of students will determine how many students per grade but at no time will enrollment exceed our student CAP of 696. We will offer extra curriculum activities such as intramural sports and partner with existing community sports.

Mentorship programs will be developed and solicited. We will partner with mentoring programs which foster partnerships between school, students, parents and the community.

On a broader scale, Little Rock Urban Collegiate Public Charter School for Young Men is focused on: higher academic achievement, increased instructional effectiveness; higher learning preparedness, cost efficiency; operational transparency and accountability; and maximization of shared resources.

Letter of Intent to Apply

Open enrollment Public Charter School

Name of Eligible Entity: Little Rock Urban Prep, Inc.

Contact Person **Name:** Jackie Jackson

Mailing Address: 7 Pleasant Cove, Little Rock, AR 72211

Daytime Phone: 501-744-4883

Fax: 501-217-9954

Email: jyjackson1511@sbglobal.net

Description of eligible entity: Little Rock Urban Prep (LRUP) has applied for non-profit status as an educational entity. The purpose of LRUP is to assist young men in the Little Rock area by providing a secondary educational system focused on providing leadership, college and career opportunities. LRUP will do this using a research based educational program which addresses the generational, cultural and gender distinctions relevant to young males living in low-income, economically disadvantaged environments. LRUP is comprised of various individuals from diverse backgrounds with many years of higher and secondary education teaching experience and experience in the areas of business and technology.

Name of Proposed School: **Little Rock Urban Collegiate Public Charter (UCPC) School for Young Men**

Location of Proposed School: Little Rock

Grade Levels of Proposed School: K-8

Purpose or Special Emphasis of Proposed School: UCPC will provide a leadership and college preparatory education for urban young men, offering a specialized educational program that focuses on the needs and learning patterns of young males from low-income, economically disadvantaged environments. By providing a research-driven educational program over an extended school day, UCPC will prepare these at-risk students for high achievement both in the classroom and in the community. Over time UCPC will decrease the achievement gap for this student population and provide viable alternatives for college preparation for these young men.

Contact Signature: Jackie Jackson

Cc: Local School Board Directors

RECEIVED
JUN 30 2009

CHARTER SCHOOL OFFICE

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:

ADE
Public Charter School
For Capitol Mall
Rm 105-C
Little Rock, AR 72201

2. Article Number

(Transfer from service label)

7008 3230 0002 9898 9002

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

- A. Signature John De La... ☒ Agent ☐ Addressee
- B. Return Receipt Date of Delivery 2-6-09
- 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

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

LOU REAR 72201 AL USE

Postage	\$	\$0.44	0042
Certified Fee		\$2.80	12
Return Receipt Fee (Endorsement Required)		\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$5.54	06/29/2009

Sent To

ADE

Street, Apt. No.,
or PO Box No.

For Capitol Mall

City, State, ZIP+4

Little Rock, AR 72201

PS Form 3800, August 2006

See Reverse for Instructions

7008 3230 0002 9898 9125

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	\$	\$0.44	0042
Certified Fee		\$2.80	07
Return Receipt Fee (Endorsement Required)		\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$5.54	08/17/2009

Sent To _____

Street, Apt. No.,
or PO Box No. _____

City, State, ZIP+4 _____

PS Form 3800, August 2006 See Reverse for Instructions

7008 3230 0002 9898 9118

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	\$	\$0.44	0042
Certified Fee		\$2.80	07
Return Receipt Fee (Endorsement Required)		\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$5.54	08/17/2009

Sent To _____

Street, Apt. No.,
or PO Box No. _____

City, State, ZIP+4 _____

PS Form 3800, August 2006 See Reverse for Instructions

7008 3230 0002 9898 9132

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	\$	\$0.44	0042
Certified Fee		\$2.80	07
Return Receipt Fee (Endorsement Required)		\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$5.54	08/17/2009

Sent To _____

Street, Apt. No.,
or PO Box No. _____

City, State, ZIP+4 _____

PS Form 3800, August 2006 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

- Complete Items 1, 2, and 3. Also complete Item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mr. Rob McGill
 Acting Superintendent
 PCSSD
 925 E. Dixon Road
 LR, AR 72206

2. Article Number

(Transfer from service label)

7008 3230 0002 9898 9125

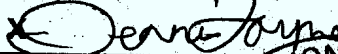
PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature


☐ Agent☒ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ YesIf YES, enter delivery address below: ☐ No

8601

AUG 18 2009

2206 9998

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. Linda Watson
 LRSD
 810 W. Marlchem Street
 Little Rock, AR
 72201

2. Article Number

(Transfer from service label)

7008 3230 0002 9898 9132

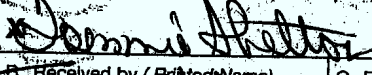
PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature


☐ Agent☒ Addressee

B. Received by (Printed Name)

Dennis Shetter

C. Date of Delivery

8-18-09

D. Is delivery address different from item 1? ☐ YesIf 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:

Kenneth Kirspe
 Superintendent
 NLR School District
 2700 Poplar Street
 N. Little Rock, AR
 72114

2. Article Number

(Transfer from service label)

7008 3230 0002 9898 9118

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature


☐ Agent☒ Addressee

B. Received by (Printed Name)

Glenda Zuck

C. Date of Delivery

8-18-09

D. Is delivery address different from item 1? ☐ YesIf 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

D. Required Information - Little Rock Urban Collegiate Public Charter (UCPC) School for Young Men

1. Results of the Public Hearing

A public hearing was held on August 25, 2009 to assess support for the establishment of the proposed charter school and to gather public opinion on organizational and programmatic issues. Support for the creation of an all male charter school in Little Rock was unanimous at the public hearing. About 150 citizens attended in person (See Sign-In sheet **Required Attachment 14**). We have approximately 200 people to sign a public support online petition www.ipetitions.com/petition/UCPC. 377 people signed paper petitions giving us presently (this is an ongoing process) 577 documented names of support. Petition documents will be available upon request. Approximately 48 citizens called to discuss the proposed charter.

Additional support at the Public Hearing was letters of support from the following: Little Rock Chief of Police, Little Rock Fire Chief, Two Arkansas State Senators, President of Arkansas Baptist College, Arkansas Public School Resource Center, CEO of Estem Public Charter Schools, Gaines Street Missionary Baptist Church, Fellowship Missionary Baptist Church, Mainstream-Community Independence for People with Disabilities, Central Arkansas Disability Service Inc., and Oaks Brothers Construction, Inc. All support letters are available upon request.

2. Documentation that Notification and Publication Requirements Were Met per A.C.A. §6-23-302

Notices per statute were published in the *Arkansas Democrat Gazette* (See pgs 33-34 **Required Attachment 1 & 2**) and *El Latino Newspapers* (See pgs 35-36 **Required Attachment 3 & 4**). As well as, notices were distributed in the Hispanic community. Notices of the public hearing were sent certified mail to superintendents in contiguous school districts (See pgs 37-38 **Required Attachment 5 & 6**). Copy of Charter application sent to LRSD, NLRSD and PCSSD superintendents (See pg 66 **Required Attachment 7**)

3. Description of Governing Structure

The sponsoring entity Little Rock Urban Prep, Inc. (LRUP-not to be confused with the School's acronym UCPC) is a 501c (3) non-profit educational entity (See pg 76 **Required Attachment 13**). The purpose of LRUP is to assist young men by providing a primary-secondary educational system focused on providing leadership, college preparedness, and career opportunities. LRUP will establish this system by using a research-based educational program which addresses the generational, cultural, and gender distinctions relevant to young males living in low-income, economically disadvantaged environments. LRUP is comprised of various individuals from diverse backgrounds with many years of higher and secondary education teaching experience and experience in the areas of business and technology. The 501c3 eligible entity sponsoring the school is governed by an appointed, self-perpetuating board of directors. The Board is composed of a minimum of five directors and a maximum of seven directors. To advise on operations, at least one position will be held by a professional in law, finance, or business and at least one represented in higher education. Five of the founding members will be appointed by Chairman of the Board and all others directors will be selected by majority vote of the board of directors. Board of Directors will comply with all state ethics statutes. Only the Board of Directors as a body may encumber the school with any debts; engage a Chief Executive Officer/School Leader; enter into any contracts for real property, make agreements for shared services or any other contract unless the Board designates a party to act in its behalf.

The roles and responsibilities in relation to school management and the plan for involving staff, parents, students and the community in the decision-making of the school is as follows: The CEO/School Leader recommends to

the board of directors recruits, hires, and fires all staff members, and manages the education program within the approved budget. The Board will seek a candidate with a terminal degree, i.e. JD, MBA, PhD, EdD, and a strong background in education law, school finance, and business with a proven track record of successfully operating an organization dedicated to the educational development of young men.

Administrator Responsibilities

- Act as chief executive operating officer of the school and carry out the school's mission
- Recommends selection, hire, and fire of faculty and staff to the board of directors
- Carry out the annual performance-based appraisal by which each staff member will be held accountable
- Monitor the status of resources in order to fulfill the school's mission
- Prepare an annual budget to be presented to board
- Ensure building maintenance and safety

Director of Curriculum, Instruction and Assessment/Asst. School Leader

- Oversee the implementation of the curriculum
- Monitor student academic achievement regularly
- Implement the curriculum
- Order and issue textbooks
- Maintain records for accreditation and charter compliance purposes
- Make assignments to personnel
- Supervise instructional staff
- Supervise professional development activities
- Maintain enrollment and waiting lists
- Mentor classroom teachers
- Communicate with parents
- Convene teachers, parents and community members to serve on ACSIP committees and other committees

Teachers

- Conduct classroom instruction
- Maintain an atmosphere conducive to learning
- Reach as many different levels and kinds of learners as possible
- Attend workshops and training for professional development
- Continually teach, assess, and modify for each student
- Serve on ACSIP committees and other committees as the school needs

Parent

- Provide for the child's basic needs of food, shelter, health, and safety
- Teach child appropriate, rule-governed behavior
- Emphasize the importance of a good education
- Monitor student academic achievement regularly
- Attend Trustee meetings
- Attend parent/teacher conference and schedule additional meetings when concerns arise
- Serve on ACSIP and other various advisory committees

Students

- Are governed by school rules and parental expectations
- Are responsible for their behavior
- Are responsible for maximizing the educational opportunities that are presented
- Are encouraged to ask questions and seek information
- Are expected to be always respectful to classmates
- Can expect to be treated kindly by classmates and staff
- Serve through student government organizations
- Serve on ACSIP and other advisory committees as requested

Community

- Invite community members with appropriate experience to serve on an advisory board. 1.) Education Advisory Board 2.) Business Advisory Board
- Allow business and community leaders to mentor students-restricts will apply

4. Mission Statement of the School

The mission of (the school) Little Rock Urban Collegiate Public Charter (UCPC) School for Young Men is to develop young men to be life-long learners who value academic success. Through our rigorous research-based curriculum we are preparing young men for success in secondary and post secondary education. We will provide an environment of strong academics, community involvement, and professional development. We expect our student's scores to exceed Arkansas State Standards in language arts, mathematics, science, social studies, and foreign languages. We are making young men ready for Life, Community, and International Business

Our Motto: Honor, Courage, and Commitment

5. Educational Need for the School

Young Men in Crisis - From kindergarten to college, they're less resilient and less ambitious than they were a mere twenty years ago. In fact, according to Dr. Leonard Sax, a family physician, research psychologist and the author of *"Boys Adrift: The five factors driving the growing epidemic of unmotivated boys"* published by Basic Books in 2007 says a third of men ages 22-34 are still living at home with their parents—about a 100 percent increase in the past twenty years. Not so with girls. Why? Boys are disengaging from school and from the American dream. The problem is evident across all socioeconomic and ethnic groups. Boys are more likely to be expelled, drop out of school, make D's and F's, be diagnosed as learning disabled, and commit suicide. In his first book titled *"Why Gender Matters"* published by Doubleday in 2005, he states that for every 100 girls diagnosed with a special education disability 217 boys are diagnosed. For every 100 girls diagnosed with emotional disturbance, 324 boys are diagnosed. For every 100 girls ages 15 to 17 in correctional facilities there are 837 boys. For every 100 women ages 18-21 in correctional facilities there are 1,430 men.

Trends in Arkansas and across the United States show a progressive decline in academic success for young males, without similar declines for females. Female students consistently outpace their male classmates on test scores, graduation rates, and attendance. Boys, especially African-American and Hispanic students, are more likely to get suspended, be held back a grade, and drop out. According to *Education Week*, "more than half of all African-American male students drop out of high school. U.S. Census data show that less than 8% of young African-American men (ages 18-29) have graduated from college, compared to 17% of young White men and 35% of young Asian men. These education gaps, according to a UC-Berkeley study, result in there being more Black dropouts in their late twenties in prison than in a job."

Although our education program is for **all** ethnic backgrounds, we have found African-American males in the state of Arkansas, and the United States, have the lowest testing scores (See Attachment 10 & 11). Therefore we have displayed more research on the African-American males but in no way are we not including other ethnic male groups. In April 2007, the National Urban League stated that the problems facing black men represent America's **most serious social crisis**, and the League proposed, among other things, the expanded use of all male schools emphasizing mentoring and longer class hours. "Empowering black men to reach their full potential is the most serious economic and civil rights challenge we face today," said Urban League President Marc H. Morial. "Ensuring their future is critical, not just for the African-American community, but for the prosperity, health and well-being of the entire American family." On several key measurements, the report found greater disparities between black and white men than between black and white women.

Boys Are Different - Success in life begins with success in school. There is a growing "gender divide" in academic achievement at universities and colleges according to the *New York Times*. Thirty years ago, the majority of students who graduated from college with honors were men. Today, most of the students graduating with honors are women.

A nationwide study conducted by Marcia Gentry found that boys were less enthusiastic about school than girls at every age, and the finding held true in urban and rural schools, schools located in affluent neighborhoods, and in low-income neighborhoods. For many boys, an all-boy school can change an attitude toward school from apathy to enthusiasm.

Most researchers consider the source of boys' underachievement to be classroom practices that fail to take into consideration 1) biological differences between boys and girls, such as gender differences in the maturation of particular areas of the brain, 2) differences in boys' interests, such as preferences for more action-oriented and less relationship-oriented reading materials, 3) differences in boys' learning styles, such as preferences for competitive as opposed to cooperative classroom practices, greater need for real-world applications of academic content, and higher performance under stress, and 4) the greater importance to boys of physical activity inside and outside the classroom.

Michael Gurian and Kathy Stevens published research in the book titled "*Closing the Achievement Gap*" edited by Belinda Williams and published by Association for Supervision and Curriculum Development in 2007 that pointed to a disparity between teaching practices and the needs of the male and female brain. Positron tomography (PET) and MRI technologies have shown structural differences in the brains of girls and boys that profoundly affect learning. Following is a summary of research findings for boys in this study.

The Characteristics of Boys

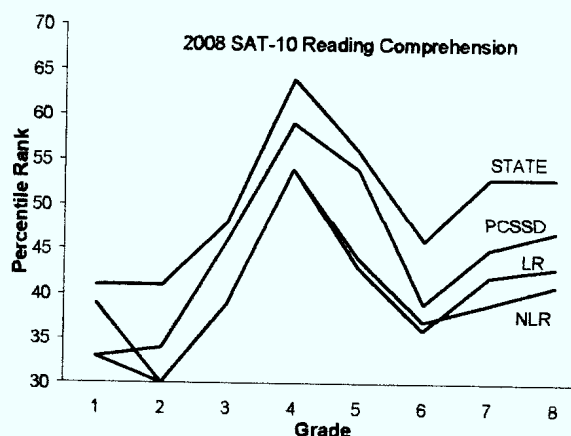
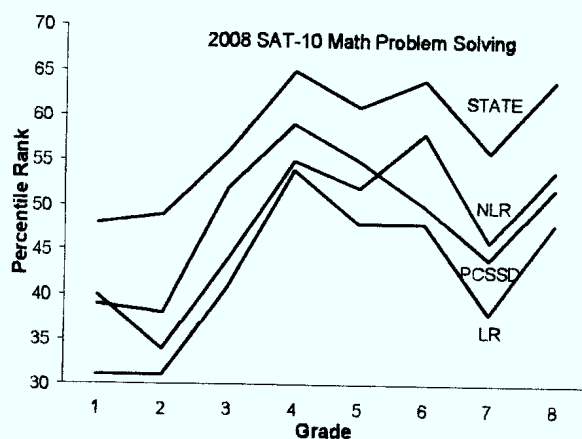
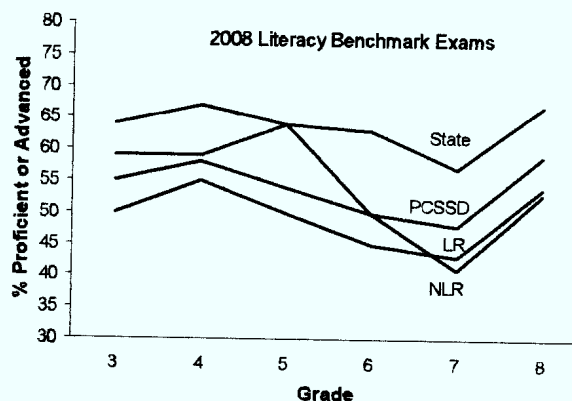
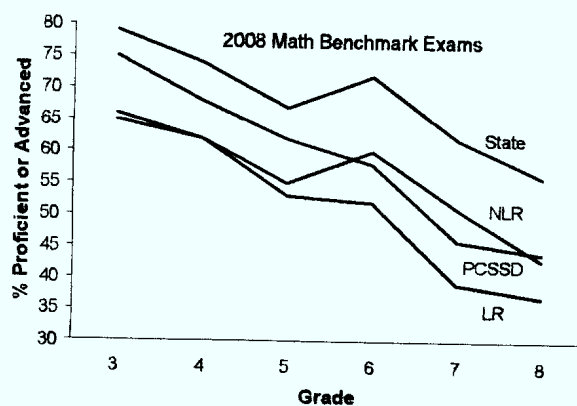
The following are some of the characteristics of boys' brains:

- Because boys' brains have more cortical areas dedicated to spatial-mechanical functioning, males use, on average, half the brain space that females use for verbal-emotive functioning. The cortical trend toward spatial-mechanical functioning makes many boys want to move objects through space, like balls, model airplanes, or just their arms and legs. Most boys, although not all of them, will experience words and feelings differently than girls do (Blum, 1997; Moir & Jessel, 1989).
- Boys not only have less serotonin than girls have, but they also have less oxytocin, the primary human bonding chemical. This makes it more likely that they will be physically impulsive and less likely that they will neutrally combat their natural impulsiveness to sit still and empathically chat with a friend (Moir & Jessel, 1989; Taylor, 2002).

- Boys lateralize brain activity. Their brains not only operate with less blood flow than girls' brains, but they are also structured to compartmentalize learning. Thus, girls tend to multitask better than boys do, with fewer attention span problems and greater ability to make quick transitions between lessons (Havers, 1995).
- The male brain is set to renew, recharge, and reorient itself by entering what neurologists call a *rest state*. The boy in the back of the classroom whose eyes are drifting toward sleep has entered a neural rest state. It is predominantly boys who drift off without completing assignments, who stop taking notes and fall asleep during a lecture, or who tap pencils or otherwise fidget in hopes of keeping themselves awake and learning. Females tend to recharge and reorient neural focus without rest states. Thus, a girl can be bored with a lesson, but she will nonetheless keep her eyes open, take notes, and perform relatively well. This is especially true when the teacher uses more words to teach a lesson instead of being spatial and diagrammatic. The more words a teacher uses, the more likely boys are to "zone out," or go into rest state. The male brain is better suited for symbols, abstractions, diagrams, pictures, and objects moving through space than for the monotony of words (Gurian, 2001).

In 2007 researchers at Stetson University completed a three-year study comparing single-sex and coed classes at two public elementary schools in Florida. These students were all learning the same curriculum in the same school district. Class sizes were the same, demographics were the same. On the Florida Comprehensive Assessment Test, similar to the Arkansas Benchmark test, boys in coed classes scored 37% proficient and the girls in the coed classes scored 59% proficient. In the single-sex classes, girls scored 75% proficient and the boys scored 86% proficient. The pattern of single-sex schools being particularly effective for males seems to be consistent across studies. In 2005 Cambridge University released results of a four-year study that looked at over 50 different schools representing a wide variety of socioeconomic and ethnic backgrounds. The study sought to identify strategies that improved the performance of both girls and boys and that narrowed the gender gap between boys and girls. One of the strategies studied was single-sex education. Their result showed that single-sex education was very effective in boosting boys' performance in English and foreign languages. For girls, performance in math and science improved. In the year 2000, classes at the Thurgood Marshall Elementary School in Seattle were converted to single-sex classes. Within weeks discipline referrals dropped from 30 a day to 2 a day. The boys at the school went from scoring at the 30% level on the Washington Assessment of Student Learning to 73%. Reading scores went from 20% to 66%. The research is so persuasively positive about the benefits of all male education that the number of public, single sex schools in the U.S. has grown from 7 to 277 in five years.

Challenging Traditional Public School Options in Pulaski County - Academic performance data collected by ADE indicate that the three school districts serving Pulaski County (Little Rock, North Little Rock, and Pulaski County Special School District) fall behind state averages on both the criterion-referenced Benchmark Exams and the norm-referenced SAT-10, across all grade levels in both Math and Literacy.



Deficits at the elementary and middle-school grade levels are ultimately reflected in high-school performance, as is evident from the Spring 2008 Algebra, Geometry, and Literacy End-of-Course examinations.

	Percent Proficient or Advanced on End-of-Course Exams		
	Algebra	Geometry	Literacy
State	66%	60%	51%
LRSD	50%	36%	38%
NLRSD	46%	52%	51%
PCSSD	49%	36%	38%

Below is the ACTAAP Augmented Benchmark Examination District Summary Report Spring 2008-8th Grade Males-Basic and Below. Report information provided by Arkansas Dept of Education. The complete report of grades 3rd-11th Basic and Below Test Scores are included. (See pgs 39-40 Attachment 1 & 2)

8th Grade Male Basic & Below									
	Literacy					Math			
	LRSD	PCSSD	NLRSD	State		LRSD	PCSSD	NLRSD	State
A.American	61%	61%	64%		62%	75%	70%	72%	72%
Hispanic	68%	63%	69%		53%	73%	56%	57%	53%
Caucasian	22%	35%	32%		31%	33%	36%	32%	35%

A.C.A. §6-23-304 holds that the "state board shall give preference in approving an application for an open-enrollment public 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; (3) Where the district has been classified by the Department of Education as in some phase of school improvement status under § 6-15-426 ...". The percentage of students qualifying for free or reduced lunch in the Little Rock School District is 62.2% compared to 54.2% statewide. Further, academic achievement in the Little Rock School District has been in steady decline for at least the last three years. In 2005, the District had a total of 22 schools in some phase of school improvement; in 2006 24 schools were listed as in some phase of school improvement. In recent year, twenty-eight schools have made the list; seven on Year 1 of School Improvement, five on Year 2 of School Improvement, four Corrective Action and twelve in the Restructuring phase.

The Little Rock Urban Collegiate Public Charter School for Young Men will enhance currently available educational options to the school's target student population by employing a number of strategies to make the educational environment more boy-friendly and productive. The learning environment will encourage physical movement and success in academic achievement. The school will provide reading materials that boys enjoy that will stimulate them for academic achievement. Boys benefit from multimedia techniques, spatial and graphic ways of teaching, teams and competition, play and humor, and music and experiential learning, particularly outdoor learning. The structure of the day has been designed to accommodate boys' need for movement and frequent physical activity.

6. Educational Program

Success of single-sex education requires careful preparation of teachers and extensive planning for benefits to occur. Little Rock Urban Collegiate Public Charter School for Young Men will employ a number of strategies to make the educational environment more boy-friendly. The learning environment, for example, will encourage physical movement and use hands on learning environment. The school will provide reading materials that boys enjoy, those that emphasize excitement and adventure. Boys benefit from multimedia techniques, spatial and graphic ways of teaching, teams and competition, play and humor, music, and experiential learning, particularly outdoors. The school instructional day will be seven and a half hours long with two additional 15 minute recesses/breaks and a thirty minute lunch. The structure of the day has been designed to accommodate boys' need for movement and frequent physical activity. The school year will be 200 days long. Because reading and language come more slowly to boys than girls, Little Rock Urban Collegiate Public Charter School for Young Men will provide three periods of language arts a day: phonics, reading comprehension, and writing.

School uniforms - blazers and ties will be required. The school will be structured and with fair and consistent discipline, and teaching methods geared specifically to boys.

Core Knowledge Sequence. Core Knowledge focuses on teaching a common core of concepts, vocabulary, skills, and knowledge that characterize a "culturally literate" and educated individual. The purpose of the approach is to increase students' receptive and productive vocabulary, increase comprehension, and help build a general knowledge base, thus increasing academic performance.

Core Knowledge is based on the principle that the grasp of a specific and shared body of knowledge will help students establish strong foundations for higher levels of learning. Developed through research examining national and local core curricula and through consultation with education professionals in each subject area, the

Core Knowledge Sequence provides a model of specific content guidelines for students in the preschool, elementary, and middle school grades. It offers a progression of detailed grade-by-grade topics in language arts, mathematics, science, history, geography, music, and fine arts, so that students build on knowledge from kindergarten through grade eight. The Core Knowledge Sequence is aligned to the Arkansas Curriculum Frameworks for each discipline covered. Instructional strategies are modeled for teachers. (See pgs 41-46 Attachment 3-8).

Singapore Math. The Singapore Math curriculum emphasizes acquisition of mathematical facts through a combination of direct instruction and guided problem solving, rather than through “discovery” methods. Historically, the curriculum was developed by the Curriculum Development Committee of Singapore in the 1980s, in efforts to educate a workforce prepared for science and technology fields. Results of the 1995, 1999, and 2003 Trends in International Mathematics and Science Study (TIMSS) tests demonstrated that the efforts were successful. Singapore’s students performed at the top for those countries that were included in the study. The United States, unfortunately, scored near the bottom. A subsequent (2005) study by the American Institutes for Research (AIR) for the U.S. Department of Education reached favorable conclusions regarding the Singapore Math curriculum, and recommended that its implementation begin at the Kindergarten level, with ongoing professional development opportunities for teachers who most likely have been trained in the less-successful discovery methods. Both of these recommendations will be followed by Little Rock Urban Collegiate Public Charter School for Young Men. The Singapore Math curriculum will allow most of the students enrolled in Little Rock Urban Collegiate Public Charter School for Young Men to take Algebra I for high school credit in the 7th grade and Geometry for high school credit in the 8th grade. This will make it possible for the young men to master Algebra II, Calculus, Trigonometry, and Statistics in high school.

Literacy. Little Rock Urban Collegiate Public Charter School for Young Men will provide three periods of language arts a day that include **phonics, reading comprehension, and writing** as well as strongly infusing literacy throughout our core curriculum. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) will be used as a supplementary intervention. LLI is designed for children who find reading and writing difficult. LLI is designed and proven to bring children quickly up to grade-level competency in a short amount of time. LLI serves those students who need intensive support to achieve grade-level competency. Each lesson in the LLI system also provides specific suggestions for supporting English language learners

Foreign Languages. Latin, Spanish, Arabic, and Chinese are the integrated languages of study. All students study Languages in grades K-8th. Each nine weeks a language sector will be introduced through technology web base software appropriate for each grade level. Foreign Language printouts will be available upon request if needed for parents. The choice of Spanish is obvious, but why study Latin, Arabic and Chinese? Latin equips a student with the strongest single foundation for mastering Romance languages, modern inflected ones such as Russian and German, and even non-related tongues like Arabic, Chinese, and Japanese. Working with Latin broadens a person’s notion of structures possible in English and other languages. In addition, 80% of the vocabulary of the Romance languages--French, Italian, Portuguese, Romanian, and Spanish--is based on Latin.

Learning Latin strengthens basic English skills in vocabulary, and reading comprehension focuses on grammar which leads to improved English writing and communication—an area that is more difficult for boys. The study of Latin increases cultural awareness and makes cultural connections. The value of Latin is immediate. Past studies have shown that younger students made big gains after exposure to Latin. In the District of Columbia Remedial English students who studied Latin ended the year 5 months ahead of others with no foreign language instruction and 4 months ahead of those taught French and Spanish. Philadelphia students taught Latin 15 minutes a day for one year scored one full year higher on the Iowa Test of Basic Skills Vocabulary subtest than the control group. Sixth graders in Indianapolis, who studied Latin for 30 minutes a day, after the first 5 months

had made gains over control groups of 1 full year in both reading and language; 9 months in math problem solving; 7 months in social studies; 5 months in science; 4 months in spelling.

Since economic studies are a part of our curriculum it makes sense to include the financial foreign languages of the world-**Chinese and Arabic**. According to Ministry of Education of the People's Republic of China website www.moe.edu.cn.com, the Chinese language will be used in more countries and regions, and it will become an important tool and bridge for the exchanges of politics, foreign affairs, economy and trade, culture, education and science and technology between countries. China is elevating its country's influence on the economic development of the world. Its rapid development has brought tremendous impetus and precious opportunities, which will achieve more progress in the 21st century. As stated in the book "Teaching Chinese as a Foreign Language by Michael Everson and Yun IXiao, published by Cheng & Tsui Company, 2008, in the past 50 years, the status of China is growing internationally, there are more and more learners of Chinese around the world. In recent decade, Chinese teaching has been on a rapid rise in many countries and regions. In order for American students to be competitive in the international world, Chinese language is one of the sought after languages. We want our students to be prepared for 21st century domestic and international business.

Why should you learn Arabic? Arabic is the language of a large part of our planet. It is the main language in 22 countries, and 17 international influential countries, spoken by more than 250 million people. It is one of the permanent languages in the United Nations. Another reason is that Arabic is one of the oldest living languages in the world and it is the origin of many languages, in fact there is a theory that says "Arabic is the origin of languages" and those who adopt this theory depend on the fact that Arabs are able to pronounce any sound in any language in the world very easily,

Since our goal is to prepare young men to be successful in high school and college, we also appreciate the edge students of foreign languages have on the SAT. The average score for all students taking the SAT is 504. For students who study Latin, the average score is 665; for those studying Spanish it is 581, for those studying Arabic 625 and Chinese 637.

The *Prima Latina* series will be used for K-1; and the *Minimus Mouse* series will be used for grades 2-3 and the *Ecce Romani* series will be used for grades 4 and 5. Computer base software such as Rosetta Stone will be used for Grades K-8th for Spanish, Arabic and Chinese.

Technology. Becoming a *technological thinker and leader* is essential for full participation in our high-tech, global world. The education and economic communities agree that technological literacy is necessary for full participation in society. Little Rock Urban Collegiate Public Charter School for Young Men will use a technology curriculum for each core subjects that is web based and integrated into core courses instead of being a standalone course. The program integrates lessons into core courses that offer hands on, web based, project based and multisensory learning, all of which match the best practices for teaching boys. The benefit of using a web-based program is that students, and their parents, can access it, anywhere they can access the internet. If parents cannot access the internet then we will provide hard copies of information upon request. (See pg 47 Attachment 9).

Engineering. The engineering curriculums that have selected will reinforce and extend what is taught in math and science courses. Because boys learn best when they can work on projects that are hands on, active, and in 3-D, we have chosen to combine the ROBOLAB™ program from the Tufts Center for Engineering Education Outreach, and the project based Teach Engineering curriculum. The ROBOLAB™ program includes K-12 activities using LEGOs and the RCX, a wireless programmable LEGO® brick, to introduce engineering concepts to students. The activities start with dynamic projects. ROBOLAB™, the software package used to control the RCX, including Pilot; this preliminary work creates a way to introduce programming to students and leads into Inventor, which allows students to construct more complex programs.

TeachEngineering.org is a collaborative project between faculty, students, and teachers associated with five universities and the American Society for Engineering Education, with funding by the NSF National Science Digital Library. TeachEngineering.org is a searchable, web-based digital library collection populated with standards-based engineering curricula for use by K-12 teachers and engineering faculty to make applied science and math (engineering) come alive in K-12 settings.

Career Cluster. All students, kindergarten through 8th grade, will have a Career Cluster class everyday. Each quarter, the students will rotate through Economics, Entrepreneurship, Ethics, and Etiquette curriculums. The instruction will be differentiated for age and developmental levels, but each student will have a full quarter of instruction in each cluster area every year. We believe economist Arnold Kling was correct when he said, "The ultimate source of our wealth is our moral and our mental development. With moral development, we are able to trade peacefully with strangers, create habits and institutions that reward work more than theft or expropriation, and value education and learning. With mental development, we have accumulated knowledge that enables us to achieve high levels of productivity."

Economics. The economics curriculum has been developed by the National Council of Economic Educators and focuses on 20 core principles of economics. Seventeen of the twenty principles are taught K-8, with the instruction differentiated by grade.

For example, the principle of Marginal Cost/Benefit is explained to elementary students as few choices are all-or-nothing decisions; they usually involve getting a little more of one thing by giving up a little of something else. The elementary students might be asked to analyze how to divide their time on a Saturday afternoon when the possibilities are raking leaves to earn money, going roller skating with friends, and shopping at the mall with their aunt. Students will identify the possible uses of their time and explain how devoting more time to one activity leaves less time for another.

The same principle of Marginal Cost/Benefit is explained to middle school students as a way to determine the best level of consumption of a product; people must compare the additional benefits with the additional costs of consuming a little more or a little less. The middle school students might be asked to solve the following problem: Your grandmother gives you \$20 for your birthday and you are trying to decide how to spend it. You are considering buying compact disks (\$12 each), going to the movies (\$5 per ticket), or taking some friends out for pizza (\$7.50 per person). You do not have to spend all your money on one thing. You can use some money for one thing, and some for another. How would you spend your money to get the greatest satisfaction?

A Scope and Sequence Summary for the Economics curriculum is included. (See pgs 48-56 Attachment 10-18)

Entrepreneurship. Children who are taught about entrepreneurship are more likely to start their own businesses and more likely to succeed with these businesses. Most new entrepreneurs can point to a parent or close relative or family friend who ran their own business. What happens to kids who live in impoverished communities where entrepreneurial businesses are rare, and parents are unemployed, underemployed, or simply struggling to get by? That's what entrepreneurship education is designed to attack – it seeks to provide the rest of the students with the skills and education that the children of entrepreneurs get from simply sitting at the dinner table and listening to their parents. The Kauffman Center for Entrepreneurial Leadership poll found that nearly seven out of 10 youth (aged 14-19) were interested in becoming entrepreneurs. Yet, 85 percent responded they were taught little or nothing about how business and the economy work.

Little Rock Urban Collegiate Public Charter School for Young Men will use the National Content Standards for Entrepreneurship Education developed by the Consortium for Entrepreneurship Education (**See pgs 57-58 Attachments 19 & 20**). The best known and most effective programs work with disadvantaged youth or youth who reside in distressed urban or rural settings. Because we understand that boys learn best when subject matter is taught in active, tactile, project-based ways, we have chosen REAL (Rural Entrepreneurship through Action Learning) Enterprises as the curriculum. Although REAL was developed in North Carolina originally for rural schools, it will adapt nicely to the small size of a charter school. K-8 REAL programs help students write business plans and include a tight linkage with local entrepreneurs. These community links help ensure that student-run business also meet pressing local needs.

K-8 REAL is about implementing school-based enterprises, financial literacy, and community service projects. Components of the K-8 REAL include:

Merchants Mall: This is the entrepreneurial cornerstone of a K-8 community. This component helps students learn skills by owning and operating a business venture. Students initially purchase items from their teacher(s) to sell in their stores, but as the businesses grow and demand increases, warehousing and manufacturing soon become new opportunities for student-run ventures.

Courts: Every classroom, as well as community, has norms and rules individuals must adhere to as a part of the group. When someone does not conform to expectations, then appropriate consequences must occur. Activities in this component may result in the creation of a legislative body, a written constitution, a community charter, and the formation of courts to address special community needs.

Banking: Because it is important that students gain an understanding of the flow of money, banking is an integral part of the K-8 community. Banks initially provide a place to cash checks, save money, or take out a loan. Eventually, there may be competing banks, interest calculated on accounts and certificates of deposits to compete for the investment dollars of K-8 citizens.

Revenue: This component helps students understand that nothing is without cost. Citizens must pay taxes on the goods and services they receive. Paying taxes helps students understand that communities, too, must make decisions about the tax revenue they collect. Teaching revenue concepts may include personal budgeting, gross and net earnings, salary raises or bonuses, credit counseling, garnishment, etc.

K-8 REAL seeks to help elementary and middle school students gain hands-on experience in three areas:

- Being an effective citizen of the school community
- Being an effective part of an enterprise
- Affecting the broader community in a positive way

The four components of K-8 REAL may be taught in the following sequences or may be presented to students individually, depending on need and student day structure.

1. **Community Counts:** Applying the REAL Exploration process to address a need in the local community. This component includes examining the community's history and current institutions and needs, features research, proposal writing, creating a plan of action, identifying and securing resources, and exploring ethical and legal issues. Community Counts underscores each student's worth as a potential change agent.

2. **REALity Check:** Learning the real value of money for oneself and one's family through budgeting, demographics, and goal setting.

3. The REAL Workplace: Learning how an enterprise works through the experience of holding a job and participating in the running of a school-based business. Managing, operating, and marketing the enterprise teach students the key concepts of responsibility and accountability.

4. REAL Exploration: Learning the entrepreneurial process through research, writing, and implementation of a business plan for a class or school-based enterprise. This process reinforces the acquisition of knowledge and skills in the areas of presentation, leadership, communication, and collaboration.

With imagination you see how the young men will be using and reinforcing reading, writing, and math skills without the drudgery of additional seat time in a traditional class.

Ethics. The ethics lessons help students respect one another and respect differences. The courses teach students how to think, and make decisions based on facts rather than on opinions. Formal instruction in the field of ethics will help our young men look more critically at the choices they face, analyze the consequences of those choices, and then make the right choice. At the elementary level we focus on seven universal ethical principles: conscience, character, competence, consequences, choices, compassion, and courage, and we introduce business ethics. The curriculum used to introduce business ethics in the elementary schools and as the primary curriculum in the middle school is the *Excellence Through Ethics* business ethics curriculum developed by Deloitte & Touche. (See pgs 59-63 Attachment 21-25).

Etiquette. Good social skills are a great equalizer; they transcend social class, economic status, race, personal achievement. Studies at Harvard University, Stanford Research Institute, and Carnegie Foundation support this statement, finding that 85% of future success depends on social skills. Our goal is to develop young men who have strong self-esteem and confidence, and are socially comfortable and proficient in handling a wide variety of social interactions and settings. Most rules of etiquette are based on consideration. On which side of your body do you place your name tag if given one at a meeting? The right side, Why? Because we shake hands with our right hand. And during a handshake, the party's eyes are naturally drawn to the right lapel. Others are a bit more difficult to know intuitively. How do you address a Senator? Senator Smith. How do you address a member of the House of Representatives? Mr./Mrs./Miss/Ms. Smith.

Modern business is global and demands that people travel to foreign countries and mix with foreign clients, colleagues, or customers. Each one of those cultures will also have its own etiquette rules, many of them unwritten. When two or more different cultures mix, it is easy for small etiquette mistakes to be made that could have negative consequences. We are preparing our young men to participate in the global economy. As U.S. corporations place a higher premium on overseas business, those with expertise in foreign etiquette, practices and languages will find themselves well-positioned for exciting and often lucrative foreign assignments.

The Polite Child is the curriculum that will be used in grades K-3 (See pg 64 Attachment 26). This curriculum focuses on: Social skills, Dining skills, Conversation Skills, Telephone skills, Safety skills, Thank you notes, and proper correspondence.

The curriculum we will use for our 4th-8th graders is the American School of Protocol's *Power, Presence and Style* (See pg 65 Attachment 27). The focus of this curriculum includes: Self-Presentation Skills, Dining Skills, Conversation Skills, Telephone Skills, Thank You Notes, Posture, Hair and Makeup, Clothing, Dating Skills, Job and College Interviews, Professional Grooming, Positive Attitude at work, Positive Verbal and Non-verbal Behavior, Verbal, Written, and Electronic Communications, Meeting Protocol, Diplomatic and Political Protocol, International Meetings and Greetings.

7. Academic Achievement Goals

Little Rock Urban Collegiate Public Charter School for Young Men will implement an assessment system that will provide several measures of student achievement.

State-Mandated Assessments

Consistent with Arkansas' accountability program for meeting requirements of federal No Child Left Behind Act (NCLB) requirements, the school will participate in the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). All students will be required to participate in grade-appropriate state-mandated assessments, which will include the following:

Criterion-Referenced - Benchmark Exams for grades 3-8, which include measures of proficiency in math and literacy; additional State Benchmarks as developed.

Norm-Referenced - SAT-10 augmented or other norm-referenced tests approved by the State Board of Education. On the 2008 administration of the SAT-10, measures of performance in Mathematics Problem Solving and Reading Comprehension were available for grades 1-8 and for Comprehensive Language for grades 3-8.

The school will establish Adequate Yearly Progress goals for 100% of students in NCLB defined subgroups will perform at the Proficient or Advanced Levels on criterion-referenced assessments by the 2013-2014 school year. During the first two years of operation, the goal will be to have 20% of students within each subgroup who score at the basic or below basic level to advance to at least one level each year. Based on test scores, this annual goal may be adjusted as necessary to meet and maintain the state target of proficiency and above.

Longitudinal Student Performance Goals - On average students in the school for at least two years will show improvement as measured by relevant Reading/Literacy and Math percentile ranks on state-mandated tests. The level of improvement is projected to meet or exceed state averages.

Additional Assessments

In addition to state-mandated assessments, the school will use measures of performance that will identify strengths and weakness in its program.

The school will use adaptive assessment methods designed by the Northwest Evaluation Association (NWEA). These computer-based adaptive assessments provide immediate adjustment of assessment materials to maximize information on the child's strengths and weaknesses. NWEA's assessments are aligned to Arkansas Curriculum Frameworks and provide individualized results so that appropriate modification of a child's educational program can be made. NWEA assessments will be conducted at the beginning of the school year and repeated quarterly.

Plato Learning Environment will be a part of the school's curriculum. The Plato system provides instructional materials that are guided by assessments aligned to Arkansas Curriculum Frameworks. These assessments provide feedback that can be used to tailor a child's educational program according to identified strengths and weaknesses. Assessments will be conducted at the beginning of the school year and repeated as frequently as the teacher deems necessary.

8. Curriculum Development and Alignment

All core courses will be taught using the Core Knowledge curriculum (See pgs 41-46 attachment 3-6), which has been professionally aligned to the Arkansas frameworks. The school's founders understand that student assessment is based on the Arkansas frameworks, and that the curriculum and materials need to be coordinated with those frameworks as well. The Director of Curriculum, Instruction, and Assessment will be charged with making sure that the curriculum alignment is correct as the State Board adopts new standards in various subjects. Teacher teams will analyze data from testing results to make sure the curriculum maintains an alignment with Arkansas framework and share both horizontal and vertical grade levels in giving suggestions for ongoing curriculum development and alignment.

9. Geographical Service Area

Little Rock Urban Collegiate Public Charter (UCPC) School for Young Men expects most of its students to come from the city of Little Rock. The city of Little Rock has a total area of 117 square miles. As of the 2000 census, there were 183,133 people, 77,352 households, and 46,488 families residing in the city. The population density was 1,576.0 people per square mile. There were 84,793 housing units at an average density of 729.7/sq mi. The racial makeup of the city was 55.1% White, 40.4% Black, 0.3% Native American, 1.7% Asian, 0.03% Pacific Islander, 1.28% from other races, and 1.28% from two or more races. 2.7% of the population is Hispanic or Latino.

There were 77,352 households, out of which 28.6% had children under the age of 18 living with them, 40.5% were married couples living together, 16.1% had a female householder with no husband present, and 39.9% were non-families. 33.8% of all households were made up of individuals and 9.1% had someone living alone who was 65 years of age or older. The average household size was 2.30 and the average family size was 2.98. In the city the population was spread out with 24.7% under the age of 18, 10.0% from 18 to 24, 31.7% from 25 to 44, 22.0% from 45 to 64, and 11.6% who were 65 years of age or older. The median age was 34 years. For every 100 females there were 89.2 males. For every 100 females age 18 and over, there were 85 males.

The median income for a household in the city was \$37,572, and the median income for a family was \$47,446. Males had a median income of \$35,689 versus \$26,802 for females. The per capita income for the city was \$23,209. 14.3% of the population is below the poverty line. Out of the total population, 20.9% of those under the age of 18 and 9.0% of those 65 and older were living below the poverty line.

The Little Rock School District serves approximately 25,000 students. The city has seven open enrollment public charter schools and 34 private schools with tuition ranging from \$1,700 to \$8,300 a year.

Little Rock Urban Collegiate Public Charter School for Young Men expects that most students will come from the LRSD, private schools, other charter schools, and home schools; with very few coming from contiguous districts. The only contiguous districts likely to be impacted, even very slightly, might be NLRSD and/or PCSSD.

The NLRSD has an enrollment of approximately 8,970, which is an increase of more than 100 students from last year. The PCSSD has an enrollment of approximately 17,410. By averaging student test scores for math across all grades and English across all grades, Arkansas districts can be compared by rank. The LRSD ranks number 217 out of 249 districts. The PCSSD ranks number 201 out of 249 districts. The NLRSD ranks number 212 out of 249 districts.

As to the effect on the traditional public schools, it is estimated there would be little impact to PCSSD or NLRSD. It is anticipated that up to 85% of UCPC's enrollment will be minority. If we assume that UCPC draws 593 minority students from the LRSD, there will be consequences, but we hold that they will be positive consequences. The LRSD enrollment is approximately 76% (20,216 students) minority. If UCPC absorbs 593 of LRSD's minority/majority students, the student ratio actually improves.

From a financial standpoint, the loss of students to the charter school will actually provide additional per pupil funds for each remaining student. The argument that the loss of students to a charter school will leave the local district unable to provide a quality education for those students remaining is an incorrect assertion.

10. Plan for Annual Report to Parents, the Community, and the State Board of Education

Per Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, 7.02 School District Goals, Number 7.02.2, 7.02.3, 7.03.3.1 and 7.03.3.2, Little Rock Urban Collegiate Public Charter School for Young Men will send home notices and publish an announcement in the *Arkansas Democrat Gazette* and *El Latino* before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards—along with all evaluation studies and reports and proposals to correct deficiencies. This information will be made available to the public through the local newspaper, will be mailed to the State Board of Education, and will be posted on the school website.

The school—at least annually will explain its policies, programs, and progress toward accomplishing program goals, analysis of student progress, accreditation standards, along with all evaluation studies and reports and proposals to correct deficiencies; this will be done for the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program. The school will be in full compliance of policies and procedures in reporting annually to parents, the community and the State Board of Education

11. Enrollment Criteria and Student Admission

Senate Bill 814 (6)(A) Prohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: (i) The open-enrollment public charter school may adopt admission policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. Little Rock Urban Collegiate Public Charter School for Young Men is designed as a single-sex school. Pertinent to this fact is consideration of any unlawful gender discrimination. On the federal level, the guiding statute for public schools accepting any federal funds has been *Title IX of the Elementary and Secondary Education Act of 1972* that requires schools to provide the same or comparable programs for males and females.

On October 25 2006, the United States Department of Education published new regulations governing single-sex education in public schools. These new regulations were required by a provision in the No Child Left Behind Act (NCLB), to legalize single-sex education in public schools (specifically, *34 CFR Part 106, sections 5131(a)(23) and 5131(c)* of the NCLB). The new regulations allow public schools to offer single-sex classrooms, provided that the schools:

- 1) provide a rationale for offering a single-gender class in that subject.

2) provide a coeducational class in the same subject at a geographically accessible location. That location may be at the same school, but the school or school district may also elect to offer the coeducational alternative at a different school which is geographically accessible.

3) conduct a review every two years to determine whether single-sex classes are still necessary to remedy whatever inequity prompted the school to offer the single-sex class in the first place.

Public Charter schools are exempt from all three of the requirements.

Enrollment in Little Rock Urban Collegiate Public Charter School for Young Men will be open only to males.

Within that framework, Little Rock Urban Collegiate Public Charter School for Young Men may provide for the exclusion of a student who has been expelled from another public school district in accordance with the Act. Admission of students previously expelled from any public or private school is only allowed in exceptional circumstances. Failure of parents to disclose this information; or the provision of false information can, and most likely will, result in immediate dismissal.

Children of founding board members will be exempted from the lottery. But the number of enrollment preferences granted to children of founding board members should not exceed 10% of the total number of students enrolled in the open-enrollment public charter school. Parental involvement is much more likely when siblings attend the same school; therefore, siblings are given a preference in the admissions process.

Recruitment. Enrollment period will be between January 1 and May 15, 2010. If enrollment is over cap then we will conduct a lottery if not June 1 will be end of enrollment period. Little Rock Urban Collegiate Public Charter School for Young Men will actively recruit students. This will be accomplished by 1) recruitment meetings held in areas of the city of Little Rock; 2) advertising (English and Spanish) in the local papers and/or on radio and cable television stations if feasible; 3) distribution of recruitment information at local businesses, churches, and community gathering places; 4) electronic applications and information available on the school's website; and 5) any other means deemed appropriate by the administrator and/or board.

Random-Selection Drawing. A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the School will:

Establish written procedures for conducting a random-selection drawing.

- Establish the maximum number of spaces available per grade.
- Establish the date, time, place, and person to conduct the random-selection drawing.
- Notify the Arkansas State Board of Education of the date of the random-selection drawing, if needed. The Arkansas State Board of Education may have a representative on-site to monitor the random selection drawing process.

The School will use a credible, neutral "third party" such as a CPA firm, government official, or civic leader to conduct the random-selection drawing. Further, the School will:

- Conduct the random-selection drawing at a public meeting where parents, community members, and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The School will notify applicants not chosen in the random-selection drawing that they were not selected and that their name has been placed on the School's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random-selection drawing.

12. Job Description of School Director and Other Key Personnel

The school will have a shared administrative structure. The Director of Curriculum, Instruction, and Assessment (CIA) focus is on the growth of the school's educational programs. The CIA Director will be a master teacher with administration skills. He or she will be responsible for Curriculum Development; Staff Development; Behavior Support; Parent Relations; Instructional Staff Supervision; and Special Education Supervision. The CIA Director Teacher and the CEO will work closely together. The CEO will focus on the overall success of the school with particular responsibilities for school operations. His or her responsibilities include Development; Finance and Accounting; Physical Plant; Data Management; Communication; Strategic Planning; and Compliance.

The school will employ an Administrative Assistant for Business and Reporting who will be responsible for business operations of the school and all financial reporting required by the state. An Administrative Assistant for Office Management will be responsible for front office duties, health and first aid, and student information reporting required by the state. Because we believe that the primary role for instructors is to teach, we will engage an Administrative Assistant for Staff Support who will be responsible for non-instructional duties such as lunch counts, attendance, preparing and duplicating teaching materials, maintaining and operating technology used for instruction, and other similar duties to support the school's Instructors.

Staff at all levels will be given some discretion in the way they carry out their duties understanding that each will be evaluated by assessing the school's student academic achievement. Staff members who do not positively contribute to measurable student success will not be retained.

The school will have 48.5 FTE Instructors assigned as follows: 36.0 FTE Regular Classroom Instructors; 1.0 FTE Special Education Instructor (OT, PT, and Speech will be contracted out, as necessary); .50 English Language Learner Instructor; 2.0 FTE Fine Arts Instructor; 2.0 FTE Music instructor, 2.0 FTE Foreign Language Instructor; 1.0 FTE Career Cluster Instructor; 2.0 FTE Physical Education Instructor; 1.0 FTE Keyboarding/Careers Instructor; and 1.0 FTE Performing Arts.

Chief Executive Officer - Job Description

The Chief Executive Officer (CEO) or School Leader of Little Rock Urban Collegiate Public Charter School for Young Men reports to the Board of Directors of Little Rock Urban Prep, Inc.

The School Leader is responsible for the effective operation of the school; general administration of all instructional, business or other operations of the school; and for advising and making recommendations to the Board of Directors with respect to such activities. The school leader shall perform all the duties and accept all of the responsibilities usually required of a superintendent as prescribed by the education laws of Arkansas; the rules and regulations of the Arkansas Board of Education; and the rules and regulations established by the Arkansas Department of Education.

ESSENTIAL FUNCTIONS

- Ensure the implementation of a research-based instructional curriculum
- Implement and effectively administer all policies and procedural processes related to the business operations of the school.
- Implement and effectively administer oversight for all policies and procedural processes.
- Enforce all provisions of law and all rules and regulations relating to the management of the school and other education, social, and recreational activities under the direction of the Board.
- Act as the liaison between the school Board and staff.
- Maintain adequate records for the school including a system of financial accounts, business and property records, personnel records, school population and scholastic records while acting as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
- Act as the liaison between the school and media; oversee all school communications.
- Staff school with competent personnel; assist in defining duties of personnel; oversee personnel including appointment, discipline, and compliance.
- Prepare annual budget and ensure that it is properly administered.

MINIMUM QUALIFICATIONS

Education: MA from an accredited university in the fields of education, law, business or finance

Experience, Knowledge, and Skills

- Experience in curriculum design and implementation.
- Knowledge of Microsoft Office and ability to use technologies to analyze and organize data.
- Demonstrated experience in critical thinking and creative problem solving in a team-based collaborative work environment.
- Knowledge and/or experience in developing and implementing a school budget.
- Experience in supervision
- Knowledge of current AR school law and State Board of Education rules
- Ability to work closely with a wide range of people including parents, students, faculty, administrators, support staff, and the general public.
- Excellent written, verbal, and interpersonal communication skills.

Director of Curriculum, Instruction and Assessment

The Director of Curriculum, Instruction, and Assessment reports to the CEO/School Leader.

Qualifications - Required

Master's degree or National Board for Professional Teacher Standards certification, or one-year curriculum leadership at the school or district level; ability to work an extended schedule.

Professional development in the area(s) of: Communication and Conferencing skills; Leadership development; Classroom management; Standards-based curriculum development; Peer observation, Coaching, Mentoring, and Conferencing skills; Student and parent conferencing skills; Knowledge of subject matter; Planning for instruction

Delivery of instruction; Assessment of student performance; Grant writing.

Responsibilities

Responsible for assisting in the development of standards-based curriculum and assessment opportunities, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher-leadership responsibilities.

Duties of this position include but are not limited to:

A. Professional Development

- 1) Training early Associate and Professional Teachers, other Lead Teachers and Mentor Teachers
- 2) Observing and providing peer assistance for colleagues.
- 3) Participating in a formalized peer-review process as a formative evaluator.
- 4) Assisting in the coordination of all school-based professional development opportunities linked to individual professional development plans and job competencies.

B. Curriculum

- 1) Collaborating with colleagues to construct benchmark lessons and analyze student achievement data.
- 2) Assisting with identifying the curriculum needs of the faculty.
- 3) Planning and managing the development of standards-based curriculum, instruction, and assessment plans and strategies.
- 4) Assisting in the adoption of curriculum resources that are consistent with the school's curriculum. Overseeing the textbook ordering and inventory for the school site.
- 5) Ensuring that all textbooks and materials are used effectively as a resource to meet curriculum goals
- 6) Updating themes/units and supervising theme/unit writing.
- 7) Ensuring that all substitutes have lesson plans.

C. Leadership

- 1) Serving as a resource to the School Advisory Council and working with school administrators to develop, implement, and evaluate the school's Improvement Plan.
- 2) Supporting and assisting in implementing the school vision.
- 3) Assisting in the coordination of the school's testing program (SAT-10; Benchmark; NWEA; diagnostics, etc.).
- 4) Setting agendas for and facilitate regular staff meetings
- 5) Working with CEO, parent, and teacher team to develop and implement recruitment plan
- 6) Working with CEO, parent, and teacher team to develop and disseminate public relations materials, such as brochures and newsletters to partners, families, community members, etc.
- 7) Organizing field trips
- 8) Coordinating student/parent/team meetings

Administrative Assistant for Business and Reporting - Job Description

The Administrative Assistant for Business and Reporting reports to the CEO/School Leader and the Board of Directors of Little Rock Urban Collegiate Public Charter School for Young Men.

Qualifications: A minimum of three years bookkeeping, cash management, and budgeting experience, preferably five years; working knowledge of the accounting software as required for the Arkansas Public School Computer Network for fund accounting. The Business Operations Manager must have strong communication, organization, and follow-through skills. He/she must be extremely flexible and able to work independently. The

Business Operations Manager needs to be able to work effectively with school staff, District personnel, and vendors.

The Administrative Assistant for Business and Reporting (Business Operations Manager) is responsible for providing financial, property, risk, and human resource management support to the CEO. The Business Operations Manager will report to the CEO on a daily basis with up to twice a month reports to the governing board.

Functional Responsibilities/Essential Duties

A. Financial Management

1) Cash Management

- Determine the best banking institution for the school's bank account(s) and monitor on an ongoing basis
- Reconcile cash accounts monthly

2) Accounts Receivable

- Establish and monitor method for ensuring that purchases, receipts, and invoices are matched appropriately
- Ensure vendors are paid according to established payment terms

3) Payroll Processing

- Process monthly payroll for all hourly and salaried employees
- Prepare and submit all required payroll tax reports in a timely fashion
- Ensure payroll entries in the accounting system are accurate and up-to-date

4) Budget Management

- Develop and monitor an annual and five-year budget cycle that is adequate for the school's needs, including preparation of periodic budget forecasts
- Prepare and maintain annual and 5-year school budgets for each fund
- Prepare and maintain budget forecasts on an ongoing basis

5) Accounting

- Ensure accurate data entry of expenditures and deposits
- Revise, maintain, implement, and monitor the school's accounting policies and procedures with special attention to separation of duties
- Ensure school meets requirements of our 501c (3) status on an ongoing basis
- Prepare and accurately account for year-end accruals

6) Financial Reporting

- Prepare a monthly set of financial statements to include a Balance Sheet, Statements of Revenue and Expenditures (compared to budget) by Fund, Statement of Cash Flow by Fund
- Present Financial Report monthly to governing board
- Prepare and file annual IRS Form 990

7) Annual Audit

- Prepare year-end books for audit
- Assist with annual audit as needed

8) Inventory Management

- Ensure assets are inventoried once per year

9) Risk Management

- Ensure adequate insurance is maintained for the school

B. Human Resource Management

1) Employee Contracts and Files

- Maintain annual employee contracts ensuring that appropriate signatures are obtained
- Ensure employee files are maintained according to law

2) Benefits Administration

- Facilitate bidding, monitoring, execution of medical, dental, vision, life and disability insurance
- Oversee enrollment process
- Manage retirement benefits - ensure retirement contributions are transferred accurately and timely
- Ensure COBRA compliance
- Troubleshoot claims issues as necessary

C. Property Management

- Solicit bids for care and upkeep of building

D. Other Responsibilities

- Communicating with the Arkansas Department of Education (ADE) regarding financial questions

Instructor

Qualifications - Bachelor's degree or higher; core subject instructors must be certified or meet the standards of highly qualified; other instructors must be otherwise qualified; evidence of successful teaching or student teaching experience. Little Rock Urban Collegiate Public Charter School for Young Men must be comfortable with change and ambiguity, willing to try something new if it is in the best interests of students; have the willingness and capacity for self-reflection to constantly improve; be honest about failures, admit and take responsibility for mistakes and develop effective strategies for improvement. Working at Little Rock Urban Collegiate Public Charter School for Young Men will demand intelligence, compassion, flexibility, and the ability to reframe issues and information in ways that are meaningful for students. Employees need to be competent, mission-driven, and committed to their own continuous personal and professional growth. Employees must hold high ethical standards, and respect the dignity of every individual and the value of every Little Rock Urban Collegiate Public Charter School for Young Men position.

Responsibilities

- Create a positive culture of high expectations for young men who may be academically unmotivated or lack a personal vision of future college success.
- This role involves designing and communicating lesson plans, soliciting and incorporating teachers' feedback, making and distributing copies of lesson plans and curricula, developing and writing tests and answer keys.
- Possess knowledge of assessment strategies and the use of data to drive teaching and to modify curriculum and instruction in order to ensure continuous improvement of student achievement

- D. Demonstrate competence using technology as a learning tool: willing and able to integrate technology into teaching, student learning; parent communication, and professional growth.
- E. Implement solid classroom management skills
- F. Investigate best practices and research-based teaching and learning strategies and share findings with teaching staff in professional development sessions.
- G. Document teaching curricula including unit and lesson plans, curriculum maps, final exams and answer keys, and any other documentation as may be requested or required.
- H. Call or email families frequently to discuss students' progress. Meet with families as requested and/or needed.
- I. Attend meetings scheduled outside of the regular school day, such as parent meetings, student exhibitions, etc.

Directors

Qualifications. The majority of the Directors will be either content area experts in the Economic, Science, Technology, Engineering, and Math fields; or professionals in the fields of law, finance business, or higher education. Directors must have a strong commitment to the education and development of young men. In addition to state ethics statutes, Directors are required to sign and file a Statement of Financial Interest annually; adopt the Corporations Code Ethics and Conflict of Interest policy.

Responsibilities

- A. Determine, maintain, and promote the school's mission and purpose.
- B. Select the Administrator and develop annual performance based appraisal by which the Administrator will be held accountable.
- C. Assist in partnership with administrator, faculty, parents, students, and community in providing adequate resources for the school to fulfill its mission.
- D. Review the annual budget submitted by the Administrator.
- E. Engage in a comprehensive Public Relations strategy whereby the community, constituents, public, and the media are informed of the school's mission, accomplishments, and goals, in order to garner support from important members of the community.
- F. Recruit and orient new board members and assess board performance.
- G. Ensure legal and ethical integrity and maintain accountability and transparency.
- H. Monitor student academic achievement regularly.

All faculty and staff will undergo the criminal background check required by Arkansas law before employment contracts become final. Additionally, volunteers having access to students will also be required to undergo criminal background checks.

13. School Business Office

Little Rock Urban Collegiate Public Charter School for Young Men, under the direction of the Board of Directors of Little Rock Urban Prep, Inc., is required to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

Little Rock Urban Collegiate Public Charter School for Young Men and all levels of management are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability of the resources of the school. Management is also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct.

A summary of the policies that will guide the business operations of the school follows:

Record Keeping. To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by Arkansas's statutes.

Organizational Conflict of Interest or Self-Dealing. Little Rock Urban Collegiate Public Charter School for Young Men will not be operated for the benefit of an affiliated or unaffiliated organization, or an individual in his or her own private capacity, or individuals related to Little Rock Urban Prep, Inc., or managers of the Little Rock Urban Collegiate Public Charter School for Young Men members of its management. Little Rock Urban Prep for Young Men will follow all Arkansas conflict of interest laws and disclosures which restrict public officials and employees from taking advantage of their position to gain improper benefits for themselves, relatives, their associates, or their friends. The law also restricts board members from voting on matters affecting their financial interest and limits the circumstances under which they can receive anything of value because of their official position.

Thus, Little Rock Urban Collegiate Public Charter School for Young Men will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s). Annually, each member of the Board of Directors may be required to file a financial disclosure form as required by statute.

Signature Authorities. To properly segregate duties within Little Rock Urban Collegiate Public Charter School for Young Men, the President, the Treasurer of the Board, and the Charter Leader/Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks will require dual signatures prior to check issuance.

Security of School Documents. Originals of the following corporate documents will be maintained and their presence will be verified on a periodic basis: Charter and all related amendments; Corporation Bylaws; Minutes of the Board of Directors and subcommittees; Banking Agreements; Leases; Insurance Policies; Vendor Invoices; Grant and Contract Agreements; Fixed Asset Inventory List; Contract and Grant Billings.

Budget. Little Rock Urban Collegiate Public Charter School for Young Men will prepare an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. The school will be in compliance with Arkansas laws and ADE rules and regulations govern financial responsibilities. These budgets and projections are reviewed and approved by the Board of Directors at the annual meeting and modified, as necessary.

Financial statements displaying budget vs. actual and cost-accounting analysis results will be prepared by the Business Manager and reviewed by the Treasurer and presented to the Board of Directors at each monthly board meeting.

Financial Reporting. The Business Manager will maintain supporting records in sufficient detail to prepare the School's financial reports state audits, including:

Annually: Financial statements for audit; Annual budget

Monthly: Trial balance - internally generated budget vs. actual financial statements with explanations for significant variances; billing invoices to funding sources; updating of the cash flow projection; accounts receivable aging report; accounts payable listing

Quarterly: IRS Form 941 and payroll tax returns and comparable state taxing authority returns; Other reports upon Request.

Audit. The Board of Directors will require either a qualified independent certified public accounting firm or Division of Legislative Audit to conduct an audit of Little Rock Urban Collegiate Public Charter School for Young Men's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm must be familiar with these standards, related to Arkansas and Charter School regulations.

Audit/Finance Committee. The Board of Directors will appoint an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management-letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information related to the Little Rock Urban Collegiate Public Charter School for Young Men and provide recommendations to the Board of Directors.

Property and Equipment. Little Rock Urban Collegiate Public Charter School for Young Men will maintain detailed records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts. The School will tag all property upon receipt and assign an identification number to the property and all applicable documents. A log will be maintained identifying all property in its possession as follows: name and description; serial number, model number, or other identification; whether title vests with Little Rock Urban Prep, Inc. or a governmental entity; vendor name, acquisition date and cost; location and condition of the equipment; ultimate disposition data, including date of disposal and sales price or method of disposal.

The School will perform a physical inventory of all property in its possession or control on an annual basis. The physical inventory will be reconciled to the detailed fixed asset subsidiary ledger, and differences, if any, will be investigated and reconciled.

Procurement Policies. Little Rock Urban Collegiate Public Charter School for Young Men will procure only those items and services that are required to perform the mission and/or fill a bona fide need. The school will designate the Administrative Assistant for Business and Reporting as the procurement officer who must participate in the required training provided by the Arkansas Department of Education and/or the Arkansas Association of School Business Officials. Procurements will be made using best value contracting which

includes assessing the best value considering quality, performance, and price. The school will use a competitive procurement process, which requires sound business practices for purchases less than \$1,000. The school will also select the best value by obtaining three written quotes or published prices for items greater than \$1,000 and less than \$9,999. Finally, a formal bid process, as required by Arkansas statute, will be used for items greater than \$10,000, in which three bids will be received and evaluated using a formal evaluation process.

Little Rock Urban Collegiate Public Charter School for Young Men will adhere to the following objectives: 1) Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc. 2) Make all purchases in the best interests of the school and its funding sources. 3) Obtain quality supplies/services needed for delivery at the time and place required. 4) Buy from responsible and dependable sources of supply. 5) Obtain maximum value for all expenditures. 6) Deal fairly and impartially with all vendors. 7) Be above suspicion of unethical behavior at all times; avoid any conflict of interest with related parties, or even the appearance of a conflict of interest in Little Rock Urban Collegiate Public Charter School for Young Men supplier relationships.

The School will execute a *Purchase Order* for all purchases, and it shall be approved by the Business Manager for purchases less than \$1,000 and by the CEO/School Leader and the Business Manager for purchases greater than \$1,000, with board acknowledgment.

All lease agreements entered into by the corporation will be evidenced by a lease or sublease agreement approved by the Board of Directors and signed by the CEO/School Leader. The agreement will identify all the terms and conditions of the lease.

14. Annual Audit of Financial and Programmatic Operations of the School

Annual Audit of Financial Operations. The structure and duties of the Audit Committee are discussed above in item 13, under the heading *Audit/Finance Committee*. However, the processes for the annual audit begin on the first day of the financial year and are ongoing daily. Several major controls and procedures will be put into place for General Ledger Activity to prepare for the annual audit, which will be completed by an independent certified public accounting firm or the ADE Division of Legislative Audit.

Major controls address:

A. Timeliness of Entries - All entries will be made soon after the underlying accounting event to ensure the financial records and reporting are current.

B. Support Documentation - All entries will be supported by adequate documentation that clearly indicates the justification and authorization for the transaction.

C. Audit Trail - A complete audit trail will be maintained by the use of reference codes, from source documentation through the books of original entry and general ledger, to periodic reporting statements.

Critical procedures:

1. Financial data on source documentation will be verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.

2. Each entry in the accounting system will be reviewed and approved by the Business Manager.
3. Provision will be made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals, and recording non-cash transactions, will be prepared as circumstances warrant and on an as needed basis.
5. All entries in the books of original entry (e.g., cash receipts journal and disbursements) will be made soon after the accounting event from authorized forms, and will be prepared and reviewed by the Business Manager.
6. All General Journal entries will be supported by General Journal Vouchers that have supporting documentation attached, and have been approved by the Business Manager.

Annual Audit of School Programs. Evaluation of the school programs will be conducted as an ongoing process. The school will use quarterly formative and annual criterion references and norm referenced test data to evaluate the school program's effectiveness. Because the school will collect data for reporting both by fund accounting and by cost accounting the school will be able to correlate program effectiveness with cost efficiency and determine what, if any adjustments need to be made on an annual basis. Due to the founder/ Director of Board of Trustee not serving as CEO and not doing day to day management of the school, the applicant will request that at least one annual Audit be done by the ADE Division of Legislative Audit; as needed periodical contact with ADE Division of Legislative Audit will be ongoing as well.

15. Statement That School will Participate in APSCN

The 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. Staff to be employed will be, or will become, fully certified in all aspects of data entry, record keeping, and reporting requirements of the system. Staff will have ongoing training in order to stay fully competent in APSCN.

16. Facilities

Proposed Property: 4601 South University, Little Rock, Arkansas 72204, also known as the former University Truck Dealership building. The combined building is approximately 40,000 Square Feet +/-.

Property Codes: 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 and any additional renovations for compliance shall be performed before occupancy of the building.

Surrounding Uses: This property is within one block of the First Tee Golf Course, Driving Range, ITT Technical College and within less than half a mile of the University of Arkansas at Little Rock, Arkansas Department of Career Education Workforce Training Campus, Little Rock Fire Station and many other similar locations ideal for school children. The facility is on the Central Arkansas Transit bus route. A parking lot with approximately 600+ parking slots is included in the lease. Most of the area is office buildings and parking lots. There are no residential properties within 1000 feet of the facility.

Structure: Steel and Concrete structure with concrete floors on all levels. Exterior has a metal façade with a ripple design. The building has several male and female restrooms that are already ADA/IDEA compliant.

Site review: A preliminary site review was performed on July 6, 2009 at 12:30 p.m. by Terry Jackson of Central Regional Construction, Inc. The following information is the result of that review:

1st Level: All central interior corridors are in good condition. The areas for possible classroom locations are ready for reconfiguration into classrooms, offices, and other desired areas including a cafeteria, physical education area and auditorium. The building contains possible classroom areas which will have multiple exits to the outside for fire exits. This floor is primarily used for storage and mechanical components for the building systems. This area will be isolated from the rest of the building by secure doors and would not pose a problem for use of the school. The entire floor is ready for reconfiguration into classrooms, offices, and other desired areas including science labs. There are several male and female bathrooms in place as well as a possible teacher and staff bathroom.

Comparable cost for property: The surrounding area property is leasing anywhere from 7 to 10 dollars per square foot.

Owner relationships: The building is owned by Glenda Shannon Fewell Estate. There are no known relationships between Glenda Shannon Fewell Estate and any members of the Little Rock School District; employees of the Little Rock School District; the eligible entity (LRUP) sponsoring the school; or any employees, directors, or administrators of the proposed school, Little Rock Urban Collegiate Public Charter (UCPC) School.

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

17. Student Services

Placing a high value on stewardship of public dollars, Little Rock Urban Collegiate Public Charter School for Young Men has consciously been designed to maximize and strengthen existing community resources rather than replicating those resources whenever possible.

Guidance Program – With careful selection of an administrator and teachers, the duties of providing an appropriate guidance program to aid students in educational, personal, social, and career development may be assumed by one or more of the staff. Conferences with parents, students, and teachers also will be utilized as an adequate guidance and counseling substitute. In situations where professional psychological or psychiatric care is needed, the school will work cooperatively with the local mental health center, or other existing community resources. The school may invite area two and four year postsecondary institutions to supply specialists in the areas of academic advisement, finance, and recruitment for quarterly parent/student information seminars. See *Waivers Request in Section 20*.

Health Services - The school will use existing community resources to meet the health service needs of students. Service providers in close proximity to the school include Arkansas Children's Hospital General Pediatric Clinic; the Arkansas Health Department, and several private providers. Funds have been budgeted for this purpose, and the school would expect Medicaid, ArKids First and Private Insurance to be used. Designated

staff members will be trained on the administration of medication and basic first aid, and all staff will have CPR training. See *Waivers Request in Section 20*.

Media Center – Purpose of our classroom media centers will be to teach students to identify and access media content. Therefore we will have classroom libraries with 100 books minimum for each classroom for easier access as well as order library books with labels, electronic catalog records, barcodes and borrower's card to help track inventory, coordinating with our circulation software. For more traditional library needs, the school is located close to a branch of the Central Arkansas Library. See *Waivers Request in Section 20*.

Transportation - The school will encourage families to be environmentally responsible by carpooling when possible or by utilizing the Pulaski County's public transportation system. Although there is no requirement for charter schools to provide transportation, Little Rock Urban Collegiate Public Charter School for Young Men is on the Central Arkansas Transit bus route. Funds have been budgeted to buy a monthly bus pass for Free/Reduce lunch students only that chooses to use the public bus system to get to and from school.

Special Education - For budgeting purposes Little Rock Urban Collegiate Public Charter School for Young Men has assumed a special education enrollment of 10% or approximately 70 students in the first year needing services somewhere on the continuum of special education and related services available to any eligible public school student. Little Rock Urban Collegiate Public Charter School for Young Men fully understands its obligation to provide a free appropriate public education to each IDEA eligible student, in the least restrictive environment possible. Our specialty curriculums are such that almost all children, regardless of current level of functioning, can participate with regular peers to a significant degree through differentiating those curriculums as necessary for individual needs. For specialized educational needs and related services, certified personnel will be hired or contracted through local community sources. The school will work with a variety of community providers that would be available for contracted services for low incidence disabilities. Those could include Arkansas Children's Hospital; University of Arkansas at Little Rock; Arkansas School for the Deaf and Blind; and Easter Seals.

Little Rock Urban Collegiate Public Charter School for Young Men will co-op services of a Special Education consultant to oversee the formal processes under IDEA: Child Find; Referral; Evaluation; Placement; Programming; IEP; Annual review; Confidentiality; Parental notification and involvement.

Alternative Education - As schools of choice, charter schools provide an alternative learning environment that is appropriate for those students and parents who value the school's mission and purpose.

The school estimates that approximately 5% of its enrollment, or 35 students the first year, will be eligible for English Language Learner Services. The school will provide those services. The school also understands its obligation under *Title III of the Elementary and Secondary Education Act* to communicate with parents in their native tongue. To that end, the school will retain narrators, as necessary. The school will seek software that provides bi-directional (English-Spanish, Spanish-English) translation of email and text messages and translates family friendly websites. The Little Rock Urban Prep, Inc. founding group has used in the past a program to translate the Public Hearing Notice and other parental notices into Spanish.

Gifted and Talented Program - Our instructional program is advanced and rigorous, and we do not designate students specifically by ability level. See *Waivers Request in Section 20*.

18. Food Services

Little Rock Urban Collegiate Public Charter School for Young Men will participate in the Federal Child Nutrition Program. Our food service plan will serve all eligible students. If we contract with a catering services they will be a Federal Child Nutrition Program approved catering services. If we service food in house we will comply with all Federal Child Nutrition Program rules and regulation govern in school food services. UCPC will comply with all federal and state laws and regulations on child Nutrition. Students will be, of course, allowed to bring their lunch to school, although no carbonated beverages may be brought to school. The school will abide by all regulations prohibiting the sale of carbonated beverages and other prohibited foods. For safety and efficiency during the lunch period, the school will not have microwave ovens available for student use; neither will refrigeration be available for lunches brought from home. Parents will be advised of these rules before school begins.

19. Parental Involvement

A Student Information System will be used by the school will allow parents/guardians to interact with teachers and administrators with ease. Parents/guardians can request progress reports in one or all subjects, on a weekly or even daily basis. Several of the curricular programs to be used are web based. Parents/guardians and students will be able to look over lessons from a home computer, a computer at the public library, or at the Parent Center located at the school. Print outs of lessons will be available for parents/guardians without access to a computers. The school will also hold at least two parent/teacher conferences each year. Parents/guardians will be invited to attend staff meetings and professional development sessions when relevant. Throughout the year the school will hold parent education events in the evening and some weekends. Parents/guardians wishing to volunteer their time and talents will be given an interest and need survey so that the school can take best advantage of parent volunteerism. Parents/guardians will also be encouraged to study legislative and state agency issues pertaining to the school, to attend meetings, and when appropriate, serve as grass roots advocates. Parents/guardians will be asked to take on leadership roles in designing and implementing the school's Parent Center. Little Rock Urban Collegiate Public Charter School for Young men will register with the State PTA Office in order to have a local charter at the school.

20. Index - Waiver Requests

A.C.A. § 6-10-106. Uniform dates for beginning and end of school year.

The school has opted for a longer school year.

A.C.A. § 6-11-129. Posting of information on district's website

A.C.A. § 6-13-616(a). Qualifications of directors.

Not applicable to open-enrollment charter schools, which have no district boundaries.

A.C.A. § 6-15-902. Grading scale

ADE Rules Governing Uniform Grading Scales

The school may adopt a grading scale that is more rigorous than that provided in this statute.

ADE Rules Regulating Common Core System

ADE Rules Regulating Visual Art and Music Instruction

Standards for Accreditation—IV. Curriculum

The school will adopt the curriculum described in this application.

ADE Rules Regulating Section 16.0 of the Standards Rules (specifically, Subsections 16.01.3 (Counselor), 16.02.3 (Library media Specialist), and 16.02.4 (School Media Collection))

ADE Rules Regulating Section 10.05 ("Extra curricular activities") Section 10.06 ("Requirements for participation in extracurricular activities"), Section 16.02.2 ("Process for acquisition of instructional materials")

A.C.A. § 6-16-102. School Day Hours

A.C.A. § 6-16-124. Arkansas history – Required social studies course.

Arkansas history will be incorporated into the curriculum, but not necessarily through dedicated courses.

A.C.A. § 6-15-1004. Qualified teachers in every public school classroom.

A.C.A. § 6-17-111. Duty-free lunch period.

A.C.A. § 6-17-114. Daily planning period.

Adequate planning time will be provided (at least 200 minutes per week), but the school requests greater flexibility in scheduling this time than is provided by code.

A.C.A. § 6-17-201. Personnel Policy Requirement

A.C.A. § 6-17-203. Personnel Policy Committees

A.C.A. § 6-17-301. Employment of certified personnel.

A.C.A. § 6-17-302. Public school principals – Qualifications and responsibilities.

A.C.A. § 6-17-309. Certification – Waiver.

A.C.A. § 6-17-401 et seq. Teacher's license requirement.

A.C.A. § 6-17-418. Teacher certification – Arkansas history requirement.

A.C.A. § 6-17-807. Additional days

A.C.A. § 6-17-902. Definition of a Teacher

A.C.A. § 6-17-919. Warrants void without valid certificate and contract.

A.C.A. § 6-17-920. Examination of teachers' contracts.

A.C.A. § 6-17-1501 et seq. Teacher Fair Dismissal Act of 1983.

A.C.A. § 6-17-1702. et seq. Public School Employee Fair Hearing Act.

Given that the school's charter may be revoked for nonperformance, the school reserves the same right for the timely dismissal of employees who are impeding the academic progress of students.

A.C.A. § 6-17-2302. (Act 1591 of 2007, regarding Business Managers)

ADE Rules Governing "Highly Qualified Teachers"

ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

Standards for Accreditation—X. Personnel

The school reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of license status, as provided by regulatory guidance for charter schools under No Child Left Behind.

A.C.A. § 6-17-2403. Minimum teacher compensation schedule.

ADE Rules—Certified Staff Salary Schedule

Act 847 of 2007 Concerning Public School Certified and Classified Employee Alternative Pay Programs

The school may provide teacher compensation that is competitive with other local public and private schools. However, it reserves the right to determine specific salary schedules. A teacher who seeks employment with the school is assumed to have given tacit approval for participation in a performance pay compensation plan as the school desires.

A.C.A. 6-18-508. Alternative learning environment.

As schools of choice, charter schools provide a learning environment that is appropriate for those students and parents who value the school's mission and purpose.

A.C.A. § 6-25-101 et seq. Public School Library Media and Technology Act.

ADE Rules Regarding Eye and Vision Screening

ADE Rules Regarding Nutrition and Physical Activity Standards

Standards for Accreditation—XI. Support Services.

The intent of the act may be met through cooperative and/or contractual agreements with mental and physical health providers, libraries, and museums in the community.

A.C.A. § 6-42-101 et seq. Gifted and Talented Education.

21. Desegregation Assurances

The Little Rock Urban Collegiate Public Charter School (UCPC) applicant's proposed school will be located within the Little Rock School District (LRSD). As required by Ark. Code Ann. §6-23-106(a), the following information is being presented to the State Board of Education (SBE) for its consideration and review. As previously stated by the Arkansas Department of Education (ADE) and the Arkansas Attorney General's Office (AG), §6-23-106(a) requires that the applicant for a charter school, the board of directors of the school district in which a proposed charter school would be located and the SBE carefully review the potential impact of an application for a charter school on the efforts of a school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. §6-23-106(c) states that the SBE shall not approve any charter school which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in the state. In addition to the aforementioned statutory requirements, the ADE and AG have previously opined that the SBE "must be cognizant that it may not approve any proposed charter school application with the purpose or intent to create racially segregated schools."

I.) 6-23-106(a) UCPC Charter's Impact on District's Ability to Comply with Court Order:

(DeJure Segregative Analysis) On February 23, 2007 LRSD was declared "unitary" in status. This means that LRSD is no longer a legally segregated school district but is a legally desegregated public school district. Likewise, North Little Rock School District (NLRSD) has been declared unitary in status concerning student assignment requirements. As a result, LRSD has no continuing court-ordered desegregation requirements that it must meet or comply with to desegregate the LRSD. Furthermore, neither NLRSD nor LRSD can take intentional race-based student assignment action to "maintain" a unitary or desegregated status. *Parents Involved in Community Schools v. Seattle School District No. 1*. Finally, given the number and demographic nature of most poverty based male students that will likely enroll in the UCPC public open-enrollment charter school, it cannot be said that that UCPC will enroll students which are likely to interfere with any court ordered desegregation plans for PCSSD.

II.) 6-23-106(c) Whether UCPC Charter Hampers, Delay or Negatively Affects:

(De Facto Analysis) As to whether the proposed charter school hampers, delays, or in any manner negatively affects the desegregation efforts of the LRSD, NLRSD or PCSSD, please note that for the 2008-2009 school year the enrollment for the school district which the applicant lists as districts affected by its proposed school are as follows:

Name	Total Student	Asian	Black	Hispanic	Native	White
------	---------------	-------	-------	----------	--------	-------

	Population					
Little Rock	24,660	432	16,936	1,865	73	5,354
North Little Rock	8,970	108	5,147	524	24	3,167
Pulaski County Special	17,410	297	7,698	688	53	8,674
TOTAL	51,040	837	29,781	3077	150	17,195
		(1.6%)	(58.4%)	(6%)	(<1%)	(33.7%)

As mentioned, neither LRSD nor NLRSD are required to meet any desegregation requirements to obtain unitary status on student assignment in either district. As a result, there are no particular student ratios or quotas to be met by LRSD or NLRSD districts and thus to be impacted by potential UCPC enrollment. Furthermore, since there is no enrollment data for the applicant UCPC charter school until the actual date of student enrollment, it is impossible to conduct a true *de facto* analysis at this time. However, given low number of students to be enrolled and given the fact that the demographic populations generally most at risk of high poverty is the minority populations. We do not foresee a segregated impact on LRSD or other school districts.

(*Intent Analysis*) As to intent, both the ADE and the AG have previously advised the SBE that, "...[T]he State Board must be cognizant that it may not approve any proposed charter school application with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation – that is, stated simply, a current condition of segregation resulting from intentional state action directed specifically to the [allegedly segregated] schools. *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation...is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

UCPC hereby states that it will comply with all federal and state laws concerning enrollment in a public school and in particular those laws specific to enrollment in a public charter school in accordance with Ark. Code Ann. §6-23-306(6). Furthermore, in the event there is an oversubscription of students to attend UCPC open-enrollment charter school, the school will comply with Ark. Code Ann. §6-23-306(14)(B) and apply a random anonymous student selection methodology. Also, while UCPC will focus recruitment efforts toward high poverty students, we recognize that no particular race of students has exclusive claim to poverty status, nor will we exclude any student that may wish to attend UCPC public charter school based on the race, gender, ethnicity or any other prohibited reason. We also realize that neither the SBE nor UCPC public charter school may exercise any form of weighted lottery student selection enrollment process nor may the state apply any form of race-based student assignment plan to this or any other public school not directly approved by a federal court pursuant to Ark. Code Ann. §6-23-306(14)(c). UCPC hereby states that it will not create or establish a public school, by way of this application or in practice that has a purpose or intent to create a racially segregated public school or likewise impact other public schools.

For the reasons stated above, this application should be approved as to the required analysis pursuant to Ark. Code Ann. §6-23-106.

Arkansas Democrat Gazette

Required Attachment 1

PRE BILL FOR 08/01/09 to 08/31/09

ARKANSAS DEMOCRAT-GAZETTE, INC.
BUSINESS OFFICE - RETAIL DISPLAY
P.O. Box 2221
LITTLE ROCK, AR 72203

ADVERTISING DEPT: Retail

LITTLE ROCK URBAN PREP, INC
11606 W STONEY PT
LITTLE ROCK, AR 72211

ACCOUNT NUMBER: 1611458

Publ Ad #	Date	Description	Size UM	Unit Rate	Amount
AD 1349795	08/05/09		8.00 in	62.140	497.12
AD 1349795	08/05/09			15.000-	74.57-
AD 1349795	08/11/09		8.00 in	62.140	497.12
AD 1349795	08/11/09			15.000-	74.57-
AD 1349795	08/18/09		8.00 in	62.140	497.12
AD 1349795	08/18/09			15.000-	74.57-

TOTAL PRE BILL CHARGES: 1,267.65

PRE BILL TOTAL: 1,267.65

penalty, if additional mitigating evidence had been presented during the penalty phase.

The panel found that the Arkansas Supreme Court's finding of no prejudice, based on a state post-conviction hearing, was in line with case law. They found that Holmes shouldn't have granted a second post-conviction hearing in federal court, allowing him to grant relief on a record never presented in state court.

The panel also noted that Arkansas juries have imposed the death penalty even after finding a defendant's dysfunctional past a mitigating circumstance.

The panel included Chief U.S. Circuit Judge James B. Loken of Minneapolis and U.S. circuit judges Roger L. Wollman of Sioux Falls, S.D., and Bobby Shepherd of El Dorado.

for schools, counties, cities, libraries, fire departments and some community colleges.

Taxes are assessed on 20 percent of a property's value. That assessed value usually is multiplied by the millage rate in the jurisdiction where the property is located to arrive at the property tax owed.

A mill is one-tenth of a cent. One mill levied on property with an assessed value of \$1,000, for example, would yield \$1 in property taxes due.

A property owner unhappy with an equalization board decision may appeal his case to the county court on or before the second Monday in October. The county judge sits as the county court for property assessment appeals.

After that, further appeal can be taken to Pulaski County Circuit Court, but Ward said she knows of "only two or three" ever going that far.

Williams said firefighters fought the fire for hours and were called back to the property at 3 p.m. Monday to put out a "hot spot" that had flared up.

Monroe County Coroner Bob Neal said he believes both victims died of smoke inhalation. He said their bodies would be sent to the State Crime Laboratory for autopsy.

Neal said he was able to retrieve Greg Davenport's body from the home at 8:30 a.m., when he was pronounced dead. He retrieved Winnie Davenport's body from the home at 10 a.m., when she was pronounced dead.

He began his career by teaching art history at UT-Austin, later moving into museum management.

At Crystal Bridges, Bacigalupi will replace Bob Workman announced in January would resign but offered time for Crystal Bridges to new director.

Bacigalupi said he has known Alice Walton only for a couple of months, but he believes the two have formed a relationship that will make for a successful museum.

"There was a very clear vision

Great Italian!!

Only one month left

Changing to a new restaurant

BENE VITA

506-8482

218+

sales related jobs
listed last week

JOBSarkansas.com

In Print and Online:

Arkansas' No. 1 Career Source

Intent to File a Petition to Operate an Open Enrollment Charter School Public Hearing Notification

**Little Rock Urban Collegiate Public Charter (UCPC)
School for Young Men**

Little Rock Urban Prep, Inc. will hold a Public Hearing on August 25, 2009 at 6:00 PM at Gaines Street Baptist Church located at 1601 S. Gaines Street, Little Rock, AR 72202 regarding a petition to the Arkansas State Board of Education to operate an Open Enrollment Charter School.

The purpose of this Public Hearing is to inform the public and gather information regarding the proposed school, Little Rock Urban Collegiate Public Charter School for Young Men. The school's anticipated opening date will be August 2010. The charter school will serve a target population of male students in grades K-8th coming from low income economically disadvantaged environments.

Public input is actively being solicited. Written comments may be sent to P.O. Box 26433, Little Rock, AR 72221 and must be postmarked by August 21, 2009.

If special accommodations are needed please contact Jackie Jackson, P.O. Box 26433, Little Rock, AR 72221 and 501-744-4883. This meeting is sponsored by Little Rock Urban Prep, Inc.

pounds on our
**21 Day
Thermogenic
Diet**

**DIET
CENTER**

Heights
501.663.9482
5901 "R" Street

Classified

Advertising

Receipt

Required Attachment 3

Little Rock Urban Prep, Inc.
P.O. Box 26433
LITTLE ROCK, AR
72221

Cust# 3414
Cust Tel# (501) 744-4883
Ad# 23493
Date: 08/06/09
Classification: Misceláneos
Salesperson: Challis Muniz

Edition	Insertion Date	Amount
El Latino	07/30/09	238.00
El Latino	08/06/09	238.00
El Latino	08/13/09	238.00
Total:		714.00
		0.00
		0.00
Grand Total		714.00

Ad Text

(ad to be in Spanish)ntent to File a Petition to Operate an Open Enrolment Charter School Public Hearing Notification Little Rock Urban Collegiate Public Charter (UCPC) School for Young Men Little Rock Urban Prep, Inc. will hold a Public Hearing on August 25, 2009 at 6:00 PM at Gaines Street Baptist Church located at 1601 S. Gaines Street, Little Rock, AR 72202 regarding a petition to the Arkansas State Board of Education to operate an Open Enrolment Charter School. The purpose of this Public Hearing is to inform the public and gather information regarding the proposed school, Little Rock Urban Collegiate Public Charter School for Young Men. The school's anticipated opening date will be August 2010. The charter school will serve a target population of male students in grades K-8th coming from low income economically disadvantaged environments. Public input is actively being solicited. Written comments may be sent to P.O. Box 26433, Little Rock, AR 72221 and must be postmarked by August 21, 2009. If special accommodations are needed please contact Jackie Jackson, P.O. Box 26433, Little Rock, AR 72221 and 501-744-4883. This meeting is sponsored by Little Rock Urban Prep, Inc.

necesitan empleados para la limpieza/housekeeping de el Hospital Arkansas Children's.

Por favor aplicar en la internet a www.archildrens.org



Necesita ayuda con su seguro de Auto-Casa-Vida-Medico?

¿Cualquier cosa le puede ayudar? ¿Necesita un agente de la familia? Llame para su consulta gratis.

11621 Waco Springs Rd. Little Rock, AR 72206

SOLICITAMOS RECAMARERAS

Area de Little Rock \$8.75/hora para empezar, transporte propio es necesario.

Lunes a Viernes, turnos diurnos. Llamar 501-680-5365

"HABLAMOS ESPAÑOL"

INTENCION DE PRESENTAR UNA PETICION PARA OPERAR UNA ESCUELA CHARTER DE MATRICULA ABIERTA

NOTIFICACION DE AUDIENCIA PÚBLICA

Little Rock Urban Collegiate Public Charter (UCPC) School for Young Men

Little Rock Urban Prep, Inc. celebrará una audiencia pública el 25 de agosto, 2009 a las 6:00 PM en Gaines Street Baptist Church ubicada en el 1601 S. Gaines Street, Little Rock, AR 72202, en relación con una petición a la Junta Estatal de Educación de Arkansas para operar una Escuela-Charter de Matricula Abierta.

El propósito de esta audiencia pública es para informar al público y recoger información sobre el proyecto de la escuela **Little Rock Urban Collegiate Public Charter School for Young Men**.

La fecha prevista de apertura será de agosto del 2010. La escuela charter servirá una población compuesta de alumnos varones en los grados K-8, procedentes de entornos desfavorecidos de bajos ingresos económicos.

Se solicita participación y opiniones de público. Comentarios escritos pueden enviarse al: P.O. Box 26433, Little Rock, AR 72221 y deberán tener un matasello de \$1 de agosto de 2009.

Si se necesitan acomodaciones especiales póngase en contacto con Jackie Jackson, P.O. Box 26433, Little Rock, AR 72221 y **501-744-4883**. Este encuentro está patrocinado por Little Rock Urban Prep, Inc.

• Especial del mes... \$150 y Depósito \$49

• Apartamentos amplios de 1, 2, y 3 recamaras.

• Unidades comienzan desde \$429.

Algunos apartamentos tienen conexiones para lavadora/secadora.

Portón para su seguridad

Mantenimiento 24-horas para emergencias

Horarios: lunes a Viernes 8am-6pm / Sábados 10am-5pm

¡REGISTRARSE PARA GANAR 1 MES GRATIS!

5013 Baseline Rd, Little Rock, AR

501-562-7291

SE HABLE ESPAÑOL - Bienvenidos a su nuevo hogar

JALISCO AUTO GLASS

"trabajos garantizados"

- Instalación y Reparación de vidrios para autos y camionetas
- Reparación de Elevadores Eléctricos



Estimados Graliss

Miguel

501-612-9647

SE RENTA APARTAMENTOS

de 2 recamaras/ 1 baño con a/c central y en buena area en: 2001 Main St. en el centro de Little Rock. Localizado cerca de tiendas y de la oficina de correo.

Llamar a **H.J. Property Management**

501-507-9230. Varas propiedades disponibles

TRABAJADORES DE PRODUCCIÓN

Persona debe hablar y escribir inglés. Se dará preferencia a personas con un buen historial laboral en posiciones de trabajo manual. Todos los turnos están disponibles. Debe pasar un examen anti-drogas y un chequeo de antecedentes penales.

Salario: \$10/hora al iniciar

Llame al 227-5177 para hacer su cita.

Westaff

RENTAL OF BASE UNIT

solicita empleados medio tiempo y tiempo completo: caleras y lavaplatos requisitos: experiencia, bilingües con transportation y documentos en regla para trabajar.

llamamos 501-412-1971

LA IGLESIA DE CRISTO DE MABELVALE

Tenemos reuniones en español:

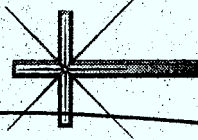
Domingos a las 10:30am

Miércoles 7:00pm

(Little Rock surroeste, Baseline y cerca del Hospital Southwest)

10620 Mabelvale West Road

Para información llame: 501-455-2548 o 501-455-3397



DOT asistido o en el Administración de su programa de DBE.

Se fomenta la participación del público. Los documentos están disponibles para su revisión durante negocio normal de la Comisión horas en el Departamento de Propiedades.

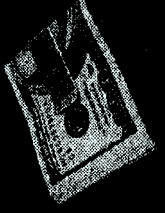
Comentarios en relación con el objetivo pueden ser dirigida a Thomas Clarke, Director-Propiedades, La Comisión de Little Rock Municipal Airport, One Airport Drive, Little Rock, AR 72202 o a Rosetta Francis-Robinson, Externa Program Manager, FAA, ASW-9, 2601 Meacham Boulevard, Fort Worth, Texas 76137-0009 durante 45 días desde la fecha de este aviso, de 3 de agosto de 2009.

Escrito se alienta a comentarios. El horario normal para la Comisión son durante las horas de 8:00 A.M. a 5:00 P.M., del lunes al viernes, excluyendo aprobó unas vacaciones. Se revisarán todos los comentarios y la considerada como una parte metodológica de meta.

PODRÍAS GANAR MÁS QUE UNA CARRERA PRESTIGIOSA

¿Necesitas avanzar? ¿Quieres aprender algo nuevo y ganar dinero extra?

Inscríbete en el **CURSO DE TAXES de H&R Block** y conviértete en un profesional de taxes.



Los horarios de clase son flexibles y se dictan en inglés y español. Con este curso podrías ganar dinero extra trabajando para H&R Block o puedes ayudar a tus amigos, familia y comunidad con sus impuestos. Cursos de impuestos comienzan el 28 de Septiembre de 2009.

INSCRÍBETE HOY MIS

501-771-0874 O VISITA

H&R

ANDO AL COM/CURSO

La inscripción en el curso de taxes de H&R Block o la terminación de ciertas restricciones a la inscripción. Es posible que se apliquen algunas personas que están actualmente empleados o busquen empleo en un está abierto para esas personas. Pueden aplicarse restricciones en el en los lugares donde este prohibido. H&R Block ofrece oportunidades

los desde \$70 y más

TIENDA "MATTRESS 4 LESS"



Required Attachment 4

7008 3230 0002 9898 9125

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		
Postage	\$ 0.44	0042 07 Postmark Here
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 5.54	08/17/2009
Sent To		
P C S S D		
Street, Apt. No., or PO Box No.		
City, State, ZIP+4		
PS Form 3800, August 2006 See Reverse for Instructions		

7008 3230 0002 9898 9118

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
NORTH LITTLE ROCK AR 72114		
Postage	\$ 0.44	0042 07 Postmark Here
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 5.54	08/17/2009
Sent To		
N L R S D		
Street, Apt. No., or PO Box No.		
City, State, ZIP+4		
PS Form 3800, August 2006 See Reverse for Instructions		

7008 3230 0002 9898 9132

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	\$ 0.44	0042 07 Postmark Here
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$2.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 5.54	08/17/2009
Sent To		
L R S D		
Street, Apt. No., or PO Box No.		
City, State, ZIP+4		
PS Form 3800, August 2006 See Reverse for Instructions		

R 5

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. Rob McGill
Acting Superintendent
PCSSD
925 E. Dixon Road
LR, AR 72206

2. Article Number

(Transfer from service label)

7008 3230 0002 9898 9125

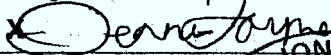
PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature


☐ Agent☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ YesIf 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. Linda Watson
LRSD
810 W. Merkle Street
Little Rock, AR
72201

2. Article Number

(Transfer from service label)

7008 3230 0002 9898 9132

PS Form 3811, February 2004

Domestic Return Receipt

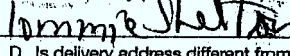
102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature


☐ Agent☐ Addressee

B. Received by (Printed Name)



C. Date of Delivery

8-19-09

D. Is delivery address different from item 1? ☐ YesIf 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:

Kenneth Kirspe
Superintendent
Nur School District
2700 Poplar Street
N. Little Rock, AR
72114

2. Article Number

(Transfer from service label)

7008 3230 0002 9898 9118

PS Form 3811, February 2004

Domestic Return Receipt

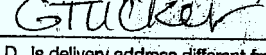
102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature


☐ Agent☐ Addressee

B. Received by (Printed Name)



C. Date of Delivery

8-18-09

D. Is delivery address different from item 1? ☐ YesIf 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

Required Attachment 6

Attachment 1

Data provided by Arkansas Department of Education

ACTAAP Augmented Benchmark Examination
District Summary Report Spring 2008-Males-Basic and Below

	A	B	C	D	E	F	G	H	I	J	K
31	7th Grade Male Basic & Below										
32											
33											
34	Literacy										
			LRSD	PCSSD	NLRSD	State		LRSD	PCSSD	NLRSD	State
35	A.American		75%	70%	81%	75%		74%	71%	70%	68%
36	Hispanic		68%	66%	53%	61%		72%	67%	53%	48%
37	Caucasian		25%	51%	44%	43%		21%	41%	27%	33%
38											
39											
40											
41	8th Grade Male Basic & Below										
42	Literacy										
			LRSD	PCSSD	NLRSD	State		LRSD	PCSSD	NLRSD	State
43	A.American		61%	61%	64%	62%		75%	70%	72%	72%
44	Hispanic		68%	63%	69%	53%		73%	56%	57%	53%
45	Caucasian		22%	35%	32%	31%		33%	36%	32%	35%
46											
47											
48											
49	11th Grade Male Basic & Below										
50	Literacy										
			LRSD	PCSSD	NLRSD	State					
51	A.American		82%	86%	83%	83%					
52	Hispanic		64%	73%	82%	72%					
53	Caucasian		28%	50%	23%	47%					

Core Knowledge at a Glance: Major Topic Headings, K-2_

Attachment 3

	Kindergarten	First Grade	Second Grade
Language Art/English	<ul style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases 	<ul style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases 	<ul style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction (Stories; Greek Myths; Greek and Roman Myths) IV. Sayings and Phrases
History and Geography	<p>World</p> <ul style="list-style-type: none"> I. Spatial Sense II. Overview of the Seven Continents <p>American</p> <ul style="list-style-type: none"> I. Geography II. Native Americans III. Early Exploration and Settlement (Columbus, Pilgrims, Independence Day) IV. Presidents, Past and Present V. Symbols and Figures 	<p>World</p> <ul style="list-style-type: none"> I. Geography II. Early Civilizations (Mesopotamia, Ancient Egypt, History of World Religions) III. Mexico <p>American</p> <ul style="list-style-type: none"> I. Early People and Civilizations (Maya, Inca, Aztec) II. Early Exploration and Settlement III. American Revolution IV. Early Exploration of the American West V. Symbols and Figures 	<p>World</p> <ul style="list-style-type: none"> I. Geography II. Early Civilizations: Asia (India, China) III. Modern Civilization and Culture: Japan IV. Ancient Greece <p>American</p> <ul style="list-style-type: none"> I. American Government: The Constitution II. War of 1812 III. Westward Expansion IV. Civil War V. Immigration and Citizenship VI. Civil Rights VII. Geography of the Americas VIII. Symbols and Figures
Visual Arts	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art 	<ul style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture

Music	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs
Mathematics	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry
Science	<ul style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies 	<ul style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies 	<ul style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycles) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Seasons and Weather VI. Simple Machines VII. Science Biographies

©2005 Core Knowledge Foundation

Core Knowledge at a Glance: Major Topic Headings, 3–5

	Third Grade	Fourth Grade	Fifth Grade
Language Art/English	I. Reading and Writing II. Poetry III. Fiction (Stories; Norse Myths; Greek and Roman Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories; Legends of King Arthur) IV. Sayings and Phrases	I. Reading and Writing II. Writing, Grammar and Usage III. Poetry IV. Fiction (Stories; Shakespeare; Myths and Legends) V. Sayings and Phrases
History and Geography	World I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman Empire, "Decline and Fall") III. Vikings American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution	World I. World Geography (Spatial Sense; Mountains) II. Europe in the Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American I. American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World I. World Geography (Spatial Sense; Lakes) II. Meso-American Civilizations III. European Exploration, Trade, and Clash of Cultures IV. Renaissance and Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American I. Westward Expansion II. Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography
Visual Arts	I. Elements of Art II. American Indian Art	I. Art of the Middle Ages II. Islamic Art and	I. Art of the Renaissance II. American Art:

	III. Art of Ancient Rome and Byzantine Civilization	Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	Nineteenth-Century United States III. Art of Japan
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra
Science	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry (Atoms; Matter; Elements; Solutions) III. Electricity IV. Geology: Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies

Core Knowledge at a Glance: Major Topic Headings, 6–8

	Sixth Grade	Seventh Grade	Eighth Grade
Language Art/English	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama (Stories; Shakespeare; Classical Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	World I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations (Judaism, Christianity; Greece and Rome) III. Enlightenment IV. French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements American I. Immigration, Industrialization, and Urbanization II. Reform	World I. America Becomes a World Power II. World War I, “The Great War” III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of the United States	World I. Decline of European Colonialism II. Cold War III. Civil Rights Movement IV. Vietnam War and the Rise of Social Activism V. Middle East and Oil Politics VI. End of the Cold War: Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution — Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo;	I. Art History: Periods and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century

	Neoclassical; Romantic; Realism)	American Painting)	Sculpture) II. Architecture Since the Industrial Revolution
Music	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music (Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns (Sibelius, Bartok, Rodrigo, Copland, Debussy, Stravinsky) IV. Vocal Music (Opera; American Musical Theater)
Mathematics	I. Numbers and Number Sense II. Ratio and Percent III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra	I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three- Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics	I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and Proofs)
Science	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. Human Body (Lymphatic and Immune Systems) VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

Technology - Scope and Sequence													
Unit	K	1	2	3	4	5	6	7	8	Lessons Integrated With:			
										Math	Lang. Arts	Science	Soc. Stu.
Mouse Basics	K	1								x	x		
Computer Basics	K	1	2	3	4	5				x	x		x
Introduction to Keyboards	K	1								x	x		x
Beginning Graphics	K	1	2							x		x	x
Visual Mapping Basics	K	1	2								x	x	x
Word Processing Basics		1	2	3						x	x		x
Database Basics	K	1	2	3							x	x	x
Keyboarding			2	3	4	5				x			x
Visual Mapping			2	3	4						x	x	x
Computer Navigation		1	2	3	4	5					x	x	x
Spreadsheet Basics			2	3	4	5				x	x	x	x
Word Processing				3	4	5					x		x
Graphing in Spreadsheets			2	3	4	5				x	x	x	x
Email Basics				3	4	5					x		x
Presentation Basics				3	4	5					x	x	x
Web Browsing Basics			2	3	4	5					x	x	x
Formulas in Spreadsheets					4	5				x	x	x	x
Database Searches				3	4	5				x	x	x	
Creating a Database					4	5					x	x	x
Computer Fundamentals							6	7	8		x	x	x
Word Processing Software							6	7	8	x	x	x	
Spreadsheet Software							6	7	8	x	x	x	x
Presentation Software							6	7	8		x	x	x
Web Browsing							6	7	8		x	x	x
Multimedia and Databases							6	7	8	x	x	x	
Basic HTML						5	6	7	8	x	x	x	x
Communicating Online						5	6	7	8	x	x	x	x

Economics Curriculum Outline - Based on the National Council of Economic Educators Standards				
Little Rock Urban Collegiate Public Charter for Young Men				
			Grades K- 5	Grades 6-8
Standard	Related Concepts:		Will Know:	Will Know:
1. * Scarcity - Productive resources are limited. Therefore people can not have all the goods and services they want; as a result, they must choose some things and give up others.	Capital Resources, Choice, Consumer Economics, Consumers, Goods, Human Resources, Natural Resources, Opportunity Cost, Producers, Production, Productive Resources, Services, Wants, Entrepreneurship, Inventors, Factors of Production		People make choices because they can't have everything they want.	Scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and Services that can be produced using all available resources.
			Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity	Like individuals, governments and societies experience scarcity because human wants exceed what can be made available from all available resources.
			Whenever a choice is made, something is given up.	Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.
			The opportunity cost of a choice is the value of the best alternative given up.	The choices people make have both present and future consequences.
			People whose wants are satisfied by using goods and services are called consumers.	The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.
			Productive resources are the natural resources, human resources, and capital goods available to make goods and services.	
			Natural resources, such as land, are 'gifts of nature', they are present without human intervention.	
			Human resources are the quantity and quality of human effort directed toward producing goods and services.	
			Capital goods are goods that are produced and used to make other goods and services.	
			Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health.	
			Entrepreneurs are people who organize other productive resources to make goods and services.	
			People who make goods and provide services are called producers.	

<p>2. Marginal Cost/Benefit - Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something. few choices are "all or nothing" decisions.</p>	Decision making, Profit Motive, Benefit, Costs, Marginal Analysis, Profit, Profit Maximization, Cost/Benefit Analysis	Few choices are all-or-nothing decisions; they usually involve getting a little more of one thing by giving up a little of something else.	To determine the best level of consumption of a product, people must compare the additional benefits with the additional costs of consuming a little more or a little less.
<p>3. Allocation of Goods and Services - Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.</p>	Economic Systems, Market Structure, Supply, Command Economy, Market Economy, Traditional Economy	No method of distributing goods and services can satisfy all wants.	Scarcity requires the use of some distribution method, whether the method is selected explicitly or not.
		There are different ways to distribute goods and services (by prices, command, majority rule, contests, force, first-come/first-served, sharing equally, lottery, personal characteristics, and others), and there are advantages and disadvantages to each.	There are essential differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.
			People in all economies must address three questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?
			National economies vary in the extent to which they rely on government directives (central planning) and signals from private markets (prices) to allocate scarce goods, services, and productive resources.
<p>4. Role of Incentives - People respond predictably to positive and negative incentives.</p>	Choice, Incentive	Rewards are positive incentives that make people better off. Penalties are negative incentives that make people worse off. Both positive and negative incentives affect people's choices and behavior.	As consumers, people use resources in different ways to satisfy different wants. Productive resources can be used in different ways to produce different goods and services. Responses to incentives are predictable because people usually pursue their self-interest. Changes in incentives cause people to change their behavior in predictable ways. Incentives can be monetary or non-monetary.
<p>5. Gain from Trade - Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.</p>	Barriers to Trade, barter, Exports, Imports, Voluntary Exchange, Exchange Rate	Exchange is trading goods and services with people for other goods and services or for money.	When people buy something, they value it more than it costs them; when people sell something, they value it less than the payment they receive.

			The oldest form of exchange is barter the direct trading of goods and services between people.	Free trade increases worldwide material standards of living.
			People voluntarily exchange goods and services because they expect to be better off after the exchange.	Despite the mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons or because some companies and workers are hurt by free trade.
				Imports are foreign goods and services that are purchased from sellers in other nations.
				Exports are domestic goods and services that are sold to buyers in other nations.
				Voluntary exchange among people or organizations in different countries gives people a broader range of choices in buying goods and services.
6. Specialization and Trade - When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.	Division of Labor, Production, Productive Resources, Specialization, Factor Endowments, Gains from Trade, Relative Price, Transaction Costs, Factors of Production, Full Employment		Economic specialization occurs when people concentrate their production on fewer kinds of goods and services than they consume.	Labor productivity is output per worker.
			Division of labor occurs when the production of a good is broken down into numerous separate tasks, with different workers performing each task.	Labor productivity is output per worker.
			Specialization and division of labor usually increase the productivity of workers.	As a result of growing international economic interdependence, economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.
			Greater specialization leads to increasing interdependence among producers and consumers.	
7. Markets - Price and Quantity Determination - Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.	Market Structure, Markets, Price Floor, Price Stability, Quantity Demanded, Quantity Supplied, Relative Price, Exchange Rate		A price is what people pay when they buy a good or service, and what they receive when they sell a good or service.	Market prices are determined through the buying and selling decisions made by buyers and sellers.
			A market exists whenever buyers and sellers exchange goods and services.	Relative prices refers to the price of one good or service compared to the prices of other goods and services. Relative prices are the basic measures of the relative scarcity of products when prices are set by market forces (supply and demand).
			Most people produce and consume. As producers they make goods and services; as consumers they use goods and services.	The market clearing or equilibrium price for a good or service is the one price at which quantity supplied equals quantity demanded.

				If a price is above the market clearing price, it will fall, causing sellers to produce less and buyers to purchase more; if it is below the market clearing price, it will rise, causing sellers to produce more and buyers to purchase less.
				An exchange rate is the price of one nation's currency in terms of another nation's currency. Like other prices, exchange rates are determined by the forces of supply and demand. Foreign exchange markets allocate international currencies.
8. Role of Price in Market System - Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.	Non-price Determinants, Price Floor, Price Stability, Supply, Determinants of Demand, Determinants of Supply, Law of Demand, Law of Supply, Price Ceiling, Substitute Good, Price	High prices for a good or service provide incentives for buyers to purchase less of that good or service, and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or service, and for producers to make or sell less of it.		An increase in the price of a good or service encourages people to look for substitutes, causing the quantity demanded to decrease, and vice versa. This relationship between price and quantity demanded, known as the law of demand, exists as long as other factors influencing demand do not change.
				An increase in the price of a good or service enables producers to cover higher per-unit costs, causing the quantity supplied to increase, and vice versa. This relationship between price and quantity supplied is normally true as long as other factors influencing costs of production and supply do not change.
				Markets are interrelated; changes in the price of one good or service can lead to changes in prices of many other goods and services.
				Scarce goods and services are allocated in a market economy through the influence of prices on production and consumption decisions.
9. Role of Competition - Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	Market Structure, Non-price Competition, Levels of Competition	Competition takes place when there are many buyers and sellers of similar products.		Sellers compete on the basis of price, product quality, customer service, product design and variety, and advertising.
		Competition among sellers results in lower costs and prices, higher product quality, and better customer service.		Competition among buyers of a product results in higher product prices.
				The level of competition in a market is influenced by the number of buyers and sellers.

<p>10. Role of Economic Institutions - Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.</p>	<p>Legal and Social Framework, Mortgage, Borrower, Interest, Labor Union, Legal Forms of Business, Legal Foundations of a Market Economy, Nonprofit Organization, Property Rights, Banking</p>	<p>Banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.</p>	<p>Banks and other financial institutions channel funds from savers to borrowers and investors.</p>
		<p>Saving is the part of income not spent on taxes or consumption.</p>	<p>Through the process of collective bargaining with employers, labor unions represent some workers in negotiations involving wages, fringe benefits, and work rules.</p>
			<p>Not-for-profit organizations are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.</p>
<p>11. Role of Money - Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.</p>	<p>Exchange, Money Management, Money Supply, Currency, Definition of Money, Money, Characteristics of Money, Functions of Money</p>	<p>Money is anything widely accepted as final payment for goods and services.</p>	<p>As a store of value, money makes it easier for people to save and defer consumption until the future.</p>
		<p>Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.</p>	<p>As a unit of account, money is used to compare the market value of different goods and services.</p>
		<p>People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.</p>	
		<p>Producers use natural resources, human resources, and capital goods, (not money) to make goods and services.</p>	
		<p>Most countries create their own currency for use as money.</p>	
<p>12. Role of Interest Rates - Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.</p>	<p>Interest Rate, Monetary Policy, Real v. Nominal, Risk, Investing, Savers, Savings</p>	<p>(Covered in High School)</p>	<p>(Covered in High School)</p>

<p>13. Role of Resources in Determining Income - Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.</p>	<p>Human Resources, Derived Demand, Functional Distribution of Income, labor, labor Market, Marginal Resource Product, Personal Distribution of Income, Wage, Aggregate Demand (AD), Aggregate Supply (AS), Demand, Prices of Inputs, Functional Distribution</p>	<p>Labor is a human resource that is used to produce goods and services.</p>	<p>Employers are willing to pay wages and salaries to workers because they expect to be able to sell the goods and services that those workers produce at prices high enough to cover the wages and salaries and all other costs of production.</p>
		<p>People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.</p>	<p>To earn income people sell productive resources. These include their labor, capital, natural resources, and entrepreneurial talents.</p>
			<p>A wage or salary is the price of labor; it usually is determined by the supply of and demand for labor.</p>
			<p>More productive workers are likely to be of greater value to employers and earn higher wages than less productive workers.</p>
			<p>People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few skills are more likely to be poor.</p>
<p>14. Profit and the Entrepreneur - Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.</p>	<p>Taxation, Costs, Costs of Production, Entrepreneur, Risk, Taxes, Cost/Benefit Analysis, Innovation, Entrepreneurship, Inventors</p>	<p>Entrepreneurs are individuals who are willing to take risks, to develop new products, and start new businesses. They recognize opportunities, like working for themselves, and accept challenges.</p>	<p>Entrepreneurs compare the expected benefits of entering a new enterprise with the expected costs.</p>
		<p>An invention is a new product. Innovation is the introduction of an invention into a use that has economic value.</p>	<p>Entrepreneurs accept the risks in organizing resources to produce goods and services because they hope to earn profits.</p>
		<p>Entrepreneurs often are innovative. They attempt to solve problems by developing and marketing new or improved products.</p>	<p>Entrepreneurs and other sellers earn profits when buyers purchase the product they sell at prices high enough to cover the costs of production.</p>
			<p>Entrepreneurs and other sellers incur losses when buyers do not purchase the products they sell at prices high enough to cover costs of production.</p>

<p>15. Growth - Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.</p>	<p>Incentive, Interest Rate, Opportunity Cost, Production, Technological Changes, Trade-off, Trade-offs among goals, Human Capital, Intensive Growth, Investment, Physical Capital, Productivity, Risk, Standard of Living, Economic Efficiency, Economic Wqity, Economic freedom, Economic Growth, Economic Security, Investing, Business, Businesses and Households, Factors of Production, Health and Nutrition, Savers, Savings, Stock Market</p>	<p>When workers learn and practice new skills they are improving their human capital.</p>	<p>Standards of living increase as the productivity of labor improves.</p>
		<p>Workers can improve their productivity by improving their human capital.</p>	<p>Productivity is measured by dividing output (goods and services) by the number of inputs used to produce the output. A change in productivity is a change in output relative to input.</p>
		<p>Workers can improve their productivity by using physical capital such as tools and machinery.</p>	<p>Technological change is an advance in knowledge leading to new and improved goods and services and better ways of producing them.</p>
			<p>Increases in productivity result from advances in technology and other sources.</p>
<p>16. Role of Government - There is an economic role for government in a market economy whenever the benefits of a government policy outweighs its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.</p>	<p>Externalities, Income, Natural Monopoly, Redistribution of Income, Role of Government, Taxation, Transfer Payments, Bonds, Distribution of Income, Income Tax, maintaining Competition, Monopolies, Negative Externality, Non-clearing Markets, Positive Externality, Property Rights, Public Goods, Maintaining Regulation, Taxes, Regulation, Government Expenditures, Government Revenues</p>	<p>Governments provide certain kinds of goods and services in a market economy.</p>	<p>Public goods and services provide benefits to more than one person at a time, and their use can not be restricted to only those people who have paid to use them.</p>

			Governments pay for the goods and services they use or provide by taxing or borrowing from people.	If a good or service cannot be withheld from those who do not pay for it, providers expect to be unable to sell it and, therefore, will not produce it. In market economies, governments provide some of these goods and services.
				In the United States, the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible; frequently, however, laws and regulations also have unintended effects for example reducing competition.
				Most federal government tax revenue comes from personal income and payroll taxes. Payments to social security recipients, the costs of national defense, medical expenditures, and interest payments on the national debt constitute the bulk of federal government spending.
				Most state and local government revenues come from sales taxes, grants from the federal government, personal income taxes, and property taxes. The bulk of state and local government revenue is spent is for education, public welfare, road construction and repair, and public safety.
17. Using Cost/Benefit Analysis to Evaluate Government Programs - Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.	Cost/Benefit Analysis, Benefit, Costs, Special Interest Group, barriers to Trade		(Covered in High School)	(Covered in High School)
18. Macroeconomy - Income/Employment, Prices - A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.	Gross Domestic Product (GDP), Macroeconomic Indicators, Nominal GDP, Per Capita GDP, Potential GDP, Real GDP, Circular Flow			Gross Domestic Product (GDP) is a basic measure of a nation's economic output and income. It is the total market value, measured in dollars, of all final goods and services produced in the economy in one year.
				Per capita GDP is GDP divided by the number of people living in a country.
				When consumers make purchases, goods and services are transferred from businesses to households in exchange for money payments. That money is used in turn by businesses to pay for productive resources (natural, human, and capital), and to pay taxes.

<p>19. Unemployment and Inflation - Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.</p>	<p>Types of Unemployment, Causes of Inflation, Consumer Price Index (CPI), Deflation, Labor Force, Unemployment, Unemployment Rate, Inflation</p>	<p>Inflation is an increase in most prices; deflation is a decrease in most prices.</p>	<p>When unemployment exists, an economy's production is less than potential GDP and some labor resources are not used.</p>
		<p>Unemployment exists when people who are willing and able to work do not have jobs.</p>	<p>The labor force consists of people age 16 and over who are employed or actively seeking work.</p>
			<p>Inflation reduces the value of money.</p>
<p>20. Monetary and Fiscal Policy- Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.</p>	<p>Inflation, National Debt, Tools of the Federal Reserve, Discount Rate, Federal Budget, Fiscal Policy, Monetary Policy, Open Market Operations, Reserve Requirements, Budget, Budget Deficit, Central Banking System, Budget Surplus, Causes of Inflation</p>	<p>(Covered in High School)</p>	<p>When people's incomes increase more slowly than the inflation rate, their purchasing power declines.</p> <p>(Covered in High School)</p>

National Content Standards for Entrepreneurship Education - Consortium for Entrepreneurship Education

ENTREPRENEURIAL SKILLS - The Processes and Traits/Behaviors associated with entrepreneurial success.

A. Entrepreneurial Processes - Concepts and processes associated with successful entrepreneurial performance

- * Discovery
- * Concept Development
- * Resourcing
- * Actualizing
- * Harvesting

B. Entrepreneurial Traits/Behaviors - The personal traits/behaviors associated with successful entrepreneurial performance

- * Leadership
- * Personal Assessment
- * Personal Management

READY SKILLS - The basic business knowledge and skills that are pre-requisite or co-requisites for becoming a successful entrepreneur

C. Business Foundations - Fundamental business concepts that affect business decision making

- * Business Concepts
- * Business Activities

D. Communication and Interpersonal Skills - Concepts, strategies, and systems needed to interact effectively with others

- * Fundamentals of Communication
- * Staff Communications
- * Ethics in Communication
- * Group Working Relationships
- * Dealing with Conflict

E. Digital Skills - Concepts and procedures needed for basic computer operations

- * Computer Basics
- * Computer Applications

F. Economics - Economic principles and concepts fundamental to entrepreneurship/small-business ownership

- * Basic Concepts
- * Cost-Profit Relationships
- * Economic Indicators/Trends
- * Economic Systems
- * International Concepts

G. Financial Literacy - Personal money-management concepts, procedures, and strategies

- * Money Basics
- * Financial Services
- * Personal Money Management

H. Professional Development - Concepts and strategies needed for career exploration, development, and growth

- * Career Planning
- * Job Seeking Skills

BUSINESS FUNCTIONS - The business activities

performed by entrepreneurs in managing the business

I. Financial Management - Financial concepts and tools used in making business decisions

- * Accounting
- * Finance
- * Money Management

J. Human Resource Management - Concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff

- * Organizing
- * Staffing
- * Training/Development
- * Morale/Motivation
- * Assessment

K. Information Management - Concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making

- * Record Keeping
- * Technology
- * Information Acquisition

L. Marketing Management - Concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas

- * Product/Service Creation
- * Marketing-information Management
- * Promotion
- * Pricing
- * Selling

M. Operations Management - The processes and systems implemented to facilitate daily business operations

- * Business Systems
- * Channel Management
- * Purchasing/Procurement
- * Daily Operations

N. Risk Management - Concepts, strategies, and systems that businesses implement and enforce to minimize loss

- * Business Risks
- * Legal Considerations

O. Strategic Management - Processes, strategies, and systems needed to guide the overall business organization

- * Planning
- * Controlling

A		B							
		EXCELLENCE THROUGH ETHICS CURRICULUM							
1									
2									
3	Having Money When You Need It	Students will examine the ethical responsibility of spending money on need-based goods and services before want-based goods and services.	X						Entrepreneurship
4	To Borrow or Not to Borrow	Students will learn borrowing from the perspective of the borrower, the lender, and address the impact borrowing may have on others who were not directly involved.	X						
5	Get the Word Out Ethically	Students will learn successful creation of a product or a service ultimately depends on the consumer and although making a profit is important for a business, the desire for profit should not override the goal of customer satisfaction.							X
6	Developing a Work Ethic	Students will develop an understanding of a good and strong work ethic. Students will learn to recognize their own work ethic, and realize that it may change or be tested from situation to situation.				X			
7	The Ethics of Saving for a Rainy Day	Students explore wants, needs, and savings as they practice goals of ethical spending and saving through scenario exercises.	X						
8	Balancing Business and the Environment	Students learn that most businesses strive to be good corporate citizens and make every effort to protect the environment. However, sometimes businesses deplete natural resources and the environment is damaged. Harming the environment or using up natural resources is not only an environmental issue, it is bad for business. Students will consider the businesses play in environmental stewardship and in preventing and resolving environmental problems.					X	X	
9	Reasonable and Fair Pricing	What is a fair price and how is it determined? How do companies price their products? Students will examine the dual role of competition and consumers in pricing products. Through a pricing game, students discover that competition helps keep prices low.	X						X
10	Ethical Decisions During Unexpected Events	Students look at how various unexpected events can affect their business. Their response to those events can have positive or negative consequences. They learn to distinguish between ethical and unethical business decisions by asking themselves questions that guide the decision-making process.					X	X	X

	A	B	C	D	E
11	Ethical Customer Service and Being Ethical Customers	Much of the success of the free enterprise relies on advertising and marketing. Observing the power of creative promotions to make products appealing, students will examine the ethics obligations of merchants to follow through and deliver on the expectations their advertising creates. Students also will look at ways that consumers can take unfair advantage of merchants.	X		X
12	Pirate or Profit	Students evaluate potential entrepreneurial products and services based on established ethical standards.			X
13	Money or Ethics: What Drives a Business	Students will explore ethical dilemmas entrepreneurs could face when starting and operating new business ventures. This session focuses on putting ethics first regardless of the outcome it has on a business.			X
14	Credit Where Credit is Due	Students examine the concept of intellectual property rights. They realize that everyone is a stakeholder in maintaining a fair, honest system in which the creative rights of artists, designers, entertainers, and thinkers are protected by law.			X
15	The Ethics of Exports	Taking on the roles of business leaders, stockholders, employees, residents of importing countries, and corporate ethics officers, students will discuss and weigh the ethics of export options.	X		
16	Investing in Education	Students explore and examine influences that impact their decisions about education. They learn how these choices affect their future opportunities. Students recognize how community stakeholders contribute to their education and eventual success.		X	
17	Education - A Matter of Perspective	Groups take the roles of high school students, parents, employers, and guidance counselors to examine society's competing pressures on young people to get jobs or concentrate on continuing their education. An economist and an ethicist add insight to the discussion.		X	X
18	Moving Out - When Businesses Move to Another Country	Students learn that many companies reduce their labor costs by moving production operations to foreign countries. They examine the economic pros and cons behind such practices, and then analyze those decisions in light of ethical considerations.	X	X	
19	Ethics in International Negotiations	The worldwide marketplace offers many investment opportunities as developing countries seek to build the infrastructure needed to grow their economies. Strong economics, plus good ethics combine to achieve sound and fair economic development. Because of the disparities in wealth and power between prosperous and developing countries, there is the need for strong ethics awareness.	X		

A		B			C	D	E
20	Understanding Child Labor	Students will debate the ethical and economic issues surrounding the child labor used to produce some U.S. imports. Students will role-play the points of view of those involved.	X				
21	Win-Win Global Trade Game	Typically, countries that negotiate trade pacts do so because their general populations will gain short and long-term benefits. These benefits mean better products and better prices, both positive effects. However, in public discourse and the media, students also will hear global trade spoken of in negative terms. This happens because there can also be short-term and long-term harm to specific groups. Often, the primary goal of business is to reduce costs and improve profits, which may present a disadvantage to some workers. This lesson examines these concerns and ways they can be addressed to minimize their impact.	X				
22	Bringing Character to Work	Students will explore the importance of making ethical decisions, as individuals and as employees. While some situations or actions can be resolved by determining what is legal or illegal, personal traits that define character help people to choose to behave ethically. Character traits that help people make ethical decisions develop over time and define their behavior toward themselves and others. By looking at character traits, students will analyze ethical situations and decisions that might have to be made during a first job.		X			
23	Policies and Codes in Business	The beliefs of a company can be expressed in many ways, including written ethics policies, codes of conduct, and statements of core values. Similar to the way in which certain traits identify an individual's character, these written policies clearly define the expected behaviors for all employees and guide how they should make business decisions. Standards of conduct are the framework for how all employees should decide what is the right thing to do.		X	X		
24	Ethical Job Hunting	Students learn the importance of marketing themselves accurately and truthfully during a job search.		X			
25	Temptation Junction	This activity introduces the area of professional ethics and how various careers and professions have unique core values and ethics mandates. As students begin to consider career choices in light of ethics as well as economics, the question emerges, "How can I prepare myself to be an ethical and exemplary professional as I participate in our economy?"		X	X		
26	Demand vs. Doing What is Right	Students review the role of entrepreneurs in designing new products or services. They learn to evaluate new products from an ethical, as well as an economic, perspective by applying guidelines for ethical decision making.				X	

	A	B	C	D	E
27	Why Choose a Not-for-Profit Enterprise?	This activity introduces the not-for-profit (NFP) sector as a specific class of enterprise. NFPs are valuable resources and operate by many of the same principles as business, particularly in upholding high ethical standards. Many NFPs are dedicated to the advancement and protection of people, their communities, and the environments in which they work.	X		X
28	Buyer Beware	Students learn that statistical analysis of marketing data can sometimes be used inappropriately in advertising. Businesses have an ethical obligation to offer fair and accurate analyses of the products and services they market. Buyers are accountable for understanding the ways in which statistical data may be used in marketing; they should be able to recognize when such data are misused.	X		
29	Wise Consumer Skills	Numbers and incomplete data often are used to give weight and credibility to communication meant to persuade. Individuals or groups attempting to persuade people to their point of view often will present their issues using their own logic and supporting data. Ethics is always a matter of "the bigger picture" or the "whole picture." As students develop their critical thinking skills and their math skills, they come to examine the logical processes used with persuasive communication. Ethics reasoning combined with math skills will expand students' ability to "take the numbers outside the box" and place them within a larger, more appropriate framework.	X		
30	The World of Taxes	Students learn about the United States income tax system, and examine the Internal Revenue Service's basis for requiring all citizens to pay taxes. Students will learn to identify the ethical decisions that all taxpayers face.	X		
31	Professional Attitude	Students learn about the United States income tax system, and examine the Internal Revenue Service's basis for requiring all citizens to pay taxes. Students will learn to identify the ethical decisions that all taxpayers face.		X	
32	You're the Boss	Students will investigate the leadership role entrepreneurs must take as they hire employees to operate their new business ventures. They will explore the significance of ethics when faced with challenging employee issues. Entrepreneurs have the right to protect their company, but they also have to consider the lives of the employees that work for them.			X
33	Ethics Under Pressure	Students answer ethics questions and compare their responses to a national poll, sponsored by Junior Achievement and Deloitte. Then students engage in role-playing scenarios to practice ethical decision-making in situations where there is pressure to act unethically.		X	

	A	B	C	D	E
34	Balancing Profit and Safety	Students make decisions based on the right of workers to safety and the right of businesses to profits.		X	X
35	Understanding Insider Trading	Students examine ethical issues related to competition. They learn why insider trading is illegal.	X		
36	Debt Management and Mismanagement	Students learn the consequences of mismanaging personal debt. They consider various tools for debt management, understand the effects of filing for bankruptcy, and determine ethical solutions to credit over-extension.	X		
37	Budget Benders	Students learn the challenges inherent in effective budgeting. They utilize basic math skills to analyze and diagnose fiscal problems; students suggest actions to correct the problems.	X		
38	What's Wrong With That	Students examine the accounting practices of businesses and learn why ethical standards are important for business people.	X		
39	Corporate Philanthropy and Social Investing	Students discuss corporate philanthropy and social investing. They decide whether their student companies will devote a portion of their retained earnings to the community, the amount of that portion, and on what basis it will be allocated.	X		
40	The Customer Service Game	Students examine customer service. They consider attitudes and behaviors that build customer trust.		X	X
41	New School Store	Students create a school store and brainstorm a product list. They will be presented with ethical issues surrounding the store's products, pricing policies, and employee and customer theft.		X	X
42	Company Policies into Action	Students discover that written policies alone do not guarantee the ethical conduct of company employees. The interpersonal skills of leaders, who are truly committed to business ethics, are required. Students learn the importance of ethical behavior in a company's culture: the way a company conducts its everyday business. Companies and their employees should always strive to do the right thing. Ethics should be communicated in a company's mission statement, including vision, values, brand, code of conduct, training programs, and orientation for new employees.		X	X

The Polite Child
Etiquette Curriculum Grades K-3.
SocialSmarts™

- **Who Wants to be Nice - and Why?**

Reasons (from a child's perspective as well as the adults') why it's important to behave nicely. What it says about you, how it helps in making friends, getting along, having an easier time in life, etc. Also basic class ground-rules are established.

- **Thinking of Others**

Good manners come from thinking of how others see you. Compassion, courtesy, kindness concepts presented. Putting others first.

- **Please, Thank You, and Excuse Me!**

Teaches use of these words and how important they are.

- **R-E-S-P-E-C-T**

Covers concepts and practices of respect for self, respect for other people, places, and things. How to properly interact with teachers, adults, persons of authority, your peers... and more. Practice taking turns (speaking, playing...).

- **Table Manners 1**

How to set a basic table (for kids/family dinner purposes). Coming to table, proper sitting, how to eat with utensils, manners while eating; i.e., soup should be tasted, not heard (chewing, slurping, burping)

- **Table Manners 2**

Asking for food to be passed, how to ask for seconds, what to do when we DON'T like something. What to do when we're done eating (waiting for adults to finish, where utensils go). Clearing the table.

- **Meeting and Greeting**

Shaking hands. What to say when we want to say hello. Who says hello first? How do we say goodbye? What do we say if we need to answer the phone (if it's ok with our parents).

- **How to be Grateful and Gracious**

A class on handling with grace those situations that don't go your way. Covers: appreciating what we have; jealousy vs. envy; how to handle disagreements; dealing with rudeness.

American School of Protocol's Power, Presence and Style Etiquette Curriculum Grades 4th-8th

Introductions

First impressions are formed in the first few seconds of meeting a person. We will cover how to make a proper introductions and the best way to make a good first impression.

We will cover a variety of topics including introductions, where to walk, when to stand, rules to dress by, how to correctly tie a tie, proper dining etiquette, cell phone etiquette and the 7 steps to independence.

Conversation Skills

Students will learn basic conversation skills during the course including proper mealtime topics. The focus is on suitable conversation and developing listening skills.

Students will be instructed on the following:

The Knife Lesson

In this lesson, students will learn how to hold and control a knife, what each knife is used for and that each fork is 'married' to a knife.

The Spoon Lesson

We show the proper way to eat soup! Plus students learn how to use a parfait spoon. We also will discuss general table manners at home and in a restaurant.

The Fork Lesson

Understanding which fork to use on which food is covered together with, when and how to use a fork and spoon.

- Performing well
- Being a Good Leader
- Creating a Desirable Image
 - Introductions
 - Shaking Hands
- Theater Protocol for Teens
 - Proper Dining Etiquette
- Business and College Interview Etiquette
 - Making a Good First Impression
 - Interview Questions
 - Cell Phone Etiquette
 - Rules To Dress By
 - Seven Steps to Independence
- Characteristics that Inspire Trust

Dining Skills

Putting it all together. We teach both American and European dining styles and the students learn how each utensil works together. We also focus on the correct use of the napkin and how to use a finger bowl with flair!

Telephone Etiquette

Students will practice the proper etiquette to use when placing or answering a call and when/how to take a message.

Elegant Five-Course Dining Experience!

The students show off their newly acquired skills at one of Little Rock's finest restaurants. The event consists of a five-course meal with emphasis on all the skills learned, together with short presentations from each student during the meal.

7008 3230 0002 9898 9675

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE

Postage	\$ 4.95	0042
Certified Fee	\$2.80	12
Return Receipt Fee (Endorsement Required)	\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 10.05	08/31/2009

Sent To LRSD
Street, Apt. No.,
or PO Box No.
City, State, ZIP+4
72201
PS Form 3800, August 2006 See Reverse for Instructions

7008 3230 0002 9898 9644

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE

Postage	\$ 4.95	0042
Certified Fee	\$2.80	12
Return Receipt Fee (Endorsement Required)	\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 10.05	08/31/2009

Sent To NLR School District
Street, Apt. No.,
or PO Box No.
City, State, ZIP+4
72114
PS Form 3800, August 2006 See Reverse for Instructions

7008 3230 0002 9898 9668

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE

Postage	\$ 4.95	0042
Certified Fee	\$2.80	12
Return Receipt Fee (Endorsement Required)	\$2.30	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 10.05	08/31/2009

Sent To PCSSD
Street, Apt. No.,
or PO Box No.
City, State, ZIP+4
72206
PS Form 3800, August 2006 See Reverse for Instructions

Required Attachment 7

Pg 60

Month	Date	Student Days	Teacher Days	
JUL 10	12-16		5	
	19-23	5	5	
	26-27	2	5	3 Tchrr planning/assess days
AUG	2-6	5	5	
	9-13	5	5	
	16-20	5	5	
	23-27	5	5	
	30-31	2	2	
Sep	1-3	3	3	
	7-10	4	4	
	13-17	5	5	
	20-24	5	5	
	27-29	3	3	
OCT	30-1	2	2	
	4-8	5	5	E1Q = 10/8 56 days
	11-12	0	2	2 tchr planning/assess days
	13	0	1	Par conf
	14-15	2	2	2nd Q begins Oct 14
	18-22	5	5	
	25-29	5	5	
NOV	1-5	5	5	
	8-12	4	4	Veteran's Day
	15-19	5	5	
	22-26	0	0	Thanksgiving
	29-30	2	2	
DEC	1-3	3	3	
	6-10	5	5	
	13-17	5	5	
	20-24	0	0	Christmas
	27-31			
JAN 11	3-7	5	5	Review for semester exams
	10-14	5	5	Semester exams
				E2Q = 1/17 51 days
	17			MLK Holiday
	17-21	2	4	3Q begins 1/22
	24-28	5	5	2 Tchrr planning/assess days
	30	1	1	
FEB	1-4	4	4	
	7-11	5	5	
	14-18	4	4	Pres. Day

Required Attachment 8

	21-25	5	5	
	28	1	1	
MAR	1-4	4	4	
	7-11	5	5	
	14-18	5	5	
	21-25	0	0	Spring Break
	28-31	4	4	
APR	1	1	1	
	4-8	4	5	E3Q = 4/8 50 days
				1 Tchr planning/assess day
	11-14	3	5	1 Tchr planning/assess days/ 1 Par Conf Dy
	18-22	5	5	
	25-29	5	5	
MAY	2-6	5	5	
	9-13	5	5	
	16-20	5	5	
	23-26	4	4	Memorial day Frid
	30-31	1	1	Memorial Day
JUN	1-3	3	3	
	6-10	5	5	
	13-17	2	4	2 Tchr assess days
				E4Q=6/16 43 days
		200	218	

Daily Schedule

Daily Schedule							
Little Rock UCPC for Young Men, Grades K-4							
			MON	TUE	WED	THU	FRI
	08:00-08:30	30 min	Reading - Phonics				
	08:30-09:00	30 min	Reading - Comprehension				
	09:00-09:30	30 min	Writing				
	09:30-09:50	15 min	Physical Activity				
	09:50-10:50	60 min	PE	Foreign	PE	Foreign	PE
	10:50-11:45	55 min	Soc. Studies & AR History	Art	Soc. Studies & AR History	Art	Soc. Studies & AR History
	11:45-12:00	15 min	Physical Activity				
	12:00-12:30	30 min	Lunch				
	12:30-01:30	60 min	Math				
	01:30-02:15	45 min	Music	Engineering	Music	Engineering	Music
	02:15-02:30	15 min	Physical Activity				
	02:30-03:25	55 min	Science (One day Lab) & Health				
	03:25-04:10	45 min	Career Cluster Rotation - 1 Quarter each: Economics, Entrepreneurship, Ethics, Etiquette				
School Day Ends at 4:10							
	04:15-05:00	45 min	Title 1 Enrichment Program- 4:15-5:00	Title 1 Enrichment Program- 4:15-5:00	Title 1 Enrichment Program- 4:15-5:00	Title 1 Enrichment Program- 4:15-5:00	PD/Group Meetings
	04:10-05:30	1.40 hrs	After School Paid-Program with Speciality Programs 4:10-5:30	After School Paid-Program with Speciality Programs 4:10-5:30	After School Paid-Program with Speciality Programs 4:10-5:30	After School Paid-Program with Speciality Programs 4:10-5:30	After School Paid-Program with Speciality Programs 4:10-5:30
Little Rock UCPC for Young Men, Grades 5-8							
			MON	TUE	WED	THU	FRI
	08:00-08:45	45 min	Reading for College				
	08:50-09:35	45 min	Writing				
	09:40-10:30	50 min	Foreign Language Rotation -1 Qtr each: Latin, Arabic, Chinese and Spanish				
	09:40-10:30	50 min	<u>OR</u> Foreign Language Spanish -7th & 8th for HS credit				
	10:35-11:25	50 min	Social Studies with AR History				
	11:30-12:00	15 min	Physical Activity				
	12:00-12:15	30 min	Lunch				
	12:20-01:10	50 min	5th & 6th - Math; 7th - Algebra I for HS credit; 8th - Geometry for HS				
	01:15-02:05	50 min	Science				
	02:10-03:00	50 min	5th & 6th Career Cluster Rotation -9 Wk-Eco, Etp, Ethc, Etqt				
			7th-2 Qrts-Keyboarding; Performing Arts	Eco/Etp-Eth/Edic	8th-2 Qrts-Careers	Eco/Etp-Eth/Edic	Study Time
	03:05-04:05	60 min	Arts	Music	PE	Art	Robolab Engineering
School Day Ends at 4:10							
	04:15-05:00	45 min	Title 1-Enrichment Program	Title 1-Enrichment Program	Title 1-Enrichment Program	Title 1-Enrichment Program	PD/Group Meetings

Required Attachment 9

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): Glenda Shannon Fewell Estate, Bob Fewell Executor
Little Rock Urban Prep., Inc.

Lessee (Tenant): _____

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

Describe the present use
of the facility and use for
prior three (3) years:

Auto Dealership

Premises:

4601 South University Ave. Little Rock, Arkansas
address

39,880 square feet

square footage

Terms of Lease:

Five (5) years

Rental Amount:

\$10,000.00 Per Month

Contingency:

The terms of this agreement are contingent upon
Little Rock Urban
Prep. Inc. _____ (sponsoring entity)
receiving a charter to operate an open-enrollment public
charter school from the State Board of Education
by August of ~~2008~~ 2010.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

Joehie Jackson

By Chairman

Date 8/31/09

Lessor:

Bob Fewell Executor

By 8-31-09

Required Attachment 10

Proposed Budget FY 2010-2011
LR Urban Collegiate Public Charter School for Young Men

Revenues	Amount	Total
State Public Charter School Aid:		
No. of Students (696) x \$6,023	\$ 4,192,008	
No. of Students (696) x \$35 Enhancement Funding	\$ -	
No. of Students (696) x \$41.33 Professional Development	\$ 28,766	
No. of Students (696) x \$496 [70%:487] NSLA Funding	\$ 241,552	
Total State Charter School Aid		\$ 4,462,326
Other Sources of Revenues:		
Private Donations or Gifts	\$ 230,000	
Federal Grants	\$ 150,000	
Fundraising (Uniform Grants)	\$ 30,000	\$ 410,000
Other:		
ELL \$293 per eligible student (27)	\$ 7,911	
Spec. Educ Supervisor \$7.30 per student	\$ 5,080	
Spec. Education \$1,000 per eligible student (70)	\$ 70,000	
Federal Title Funds \$350 per student	\$ 170,450	
School Lunch payments and reimbursement (487)	\$ 400,314	
65%Free/Rdu:breakfast 20%/8%-lunch 41%/15%		
Total Other Sources of Revenues		\$ 653,755
Total Revenues		\$ 5,526,081

Expenditures	Amount	Total
Administration:		
Salaries: (No. of Positions 2.0 FTE)	\$ 140,000	
Fringe Benefits	\$ 34,300	
Purchased Services	\$ 8,352	
Supplies and Materials	\$ 3,600	
Equipment	\$ 4,000	
Other (Professional Dev)	\$ 2,400	\$ 192,652
Administration Assistants:		
Salaries: (No. of Positions 2.0 FTE)	\$ 60,000	
Fringe Benefits	\$ 19,200	
Purchased Services		
Supplies and Materials	\$ 2,000	

Equipment	\$	4,000		
Other (Professional Dev)	\$	500	\$	85,700

Regular Classroom Instruction:

Salaries: (No. of Positions 48.5)-Average 38K	\$	1,872,973		
Fringe Benefits	\$	557,554		
Purchased Services	\$	17,744		
Supplies and Materials	\$	321,567		
Equipment	\$	500,000		
Other (Professional Dev)	\$	11,400	\$	3,281,238

Special Education:

Salaries: (No. of Positions 1.0)	\$	38,000		
Fringe Benefits	\$	11,360		
Purchased Services	\$	3,500		
Supplies and Materials	\$	14,327		
Equipment	\$	2,000		
Other (Professional Dev)	\$	600	\$	69,787

Alternative Education (ELL)

Salaries: (No. of Positions .50)	\$	19,000		
Fringe Benefits	\$	7,180		
Purchased Services				
Supplies and Materials	\$	2,672		
Equipment	\$	2,000		
Other (Professional Dev)			\$	30,852

Guidance Services:

Salaries: (No. of Positions 1.0 FTE)	\$	-		
Fringe Benefits	\$	40,000		
Purchased Services	\$	11,800		
Supplies and Materials	\$	1,000		
Equipment	\$	2,500		
Other	\$	4,176	\$	59,476

Health Services:

Salaries: (No. of Positions)	\$	-		
Fringe Benefits	\$	-		
Purchased Services	\$	5,000		
Supplies and Materials	\$	500		
Equipment	\$	3,000		

Other (Professional Dev)	\$	600	\$	9,100
--------------------------	----	-----	----	-------

Media Services:

Salaries: (No. of Positions)	\$	-		
Fringe Benefits	\$	-		
Purchased Services	\$	9,600		
Supplies and Materials	\$	36,200		
Equipment	\$	5,000		
Other (Professional Dev)	\$	-	\$	50,800

Fiscal Services:

Salaries: (No. of Positions 1.0)	\$	35,000		
Fringe Benefits	\$	10,700		
Purchased Services	\$	5,000		
Supplies and Materials	\$	2,000		
Equipment	\$	2,000		
Other (Professional Dev)	\$	600	\$	55,300

Maintenance and Operation:

Salaries: (No. of Positions 2.0)	\$	43,000		
Fringe Benefits	\$	12,460		
Purchased Services				
Supplies and Materials	\$	16,800		
Equipment	\$	3,600		
Other	\$	-	\$	75,860

Pupil Transportation:

Salaries: (No. of Positions)	\$	-		
Fringe Benefits	\$	-		
Purchased Services	\$	88,000		
Supplies and Materials	\$	-		
Equipment	\$	-		
Other	\$	-	\$	88,000

Food Services:

Salaries: (No. of Positions)	\$	-		
Fringe Benefits	\$	-		
Purchased Services	\$	397,814		
Supplies and Materials				
Equipment	\$	2,500	\$	400,314
Other				

Data Processing: IT Admin

Salaries: (No. of Positions 1.0)	\$	42,000	
Fringe Benefits	\$	12,240	
Purchased Services	\$	29,800	
Supplies and Materials	\$	2,000	
Equipment	\$	10,000	
Other (Professional Dev.)	\$	600	\$ 96,640

Substitute Personnel:

Salaries: (No. of Positions)	\$	-	
Fringe Benefits	\$	-	
Purchased Services	\$	5,760	\$ 5,760

Facilities:

Lease/Purchase (contract for 1 yr. including upgrades)	\$	438,000	
Please list upgrades - Playground Equipment	\$	25,000	\$ 463,000

Utilities (contract for 1 yr)

Insurance:	\$	48,000	
Liability	\$	14,000	
Content	\$	16,000	
Property	\$	12,000	\$ 90,000

Other Expenditures:

Scholarships for Uniforms	\$	16,000	
Legal Services	\$	8,000	
Field Trips	\$	8,600	
Support Services	\$	5,000	\$ 37,600

Total Expenditures		\$ 5,092,079	
---------------------------	--	---------------------	--

Reserve		\$ 434,002	
----------------	--	-------------------	--

PROPOSED SALARY SCHEDULE

CLASSROOM TEACHER MINIMUM SALARY SCHEDULE

Years of Experience	Minimum Base BA Degree	Minimum Base MA Degree
0	\$ 32,486	\$ 37,359
1	\$ 32,998	\$ 37,927
2	\$ 33,508	\$ 38,495
3	\$ 34,020	\$ 39,062
4	\$ 34,530	\$ 39,630
5	\$ 35,042	\$ 40,197
6	\$ 35,552	\$ 40,765
7	\$ 36,064	\$ 41,334
8	\$ 36,574	\$ 41,901
9	\$ 36,859	\$ 42,469
10	\$ 37,085	\$ 43,036
11	\$ 38,107	\$ 43,604
12	\$ 38,618	\$ 44,172
13	\$ 39,129	\$ 44,739
14	\$ 39,640	\$ 45,307
15	\$ 40,151	\$ 45,876

Director of Curriculum, Instruction and Assessment MINIMUM SALARY SCHEDULE

Years of Experience	Minimum Base BA Degree	Minimum Base MA Degree
0	\$ -	\$ 40,755
1	\$ -	\$ 41,375
2	\$ -	\$ 41,995
3	\$ -	\$ 42,613
4	\$ -	\$ 43,238
5	\$ -	\$ 43,851
6	\$ 38,784	\$ 44,471
7	\$ 39,343	\$ 45,092
8	\$ 39,899	\$ 45,710
9	\$ 40,210	\$ 46,330
10	\$ 40,456	\$ 46,948
11	\$ 41,571	\$ 47,568
12	\$ 42,129	\$ 48,188
13	\$ 42,686	\$ 48,806
14	\$ 43,244	\$ 49,426
15	\$ 43,801	\$ 50,047

CEO/SCHOOL LEADER MINIMUM SALARY

Minimum Base

\$ 65,000

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

DEPARTMENT OF THE TREASURY

Date:

LITTLE ROCK URBAN PREP INC
C/O JACKIE JACKSON
P.O. BOX 26433
LITTLE ROCK, AR 72221-5433

Employer Identification Number:
26-3271280

DLN:

17053249319038

Contact Person:

LISA M VAN DER SLUYS

ID# 95264

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

August 12, 2008

Contribution Deductibility:

Yes

Addendum Applies:

Yes

Dear Applicant:

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

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

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

Pg. 76
76

Required Attachment 13

STATE OF ARKANSAS

SECRETARY OF STATE



Charlie Daniels

SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Charlie Daniels, Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

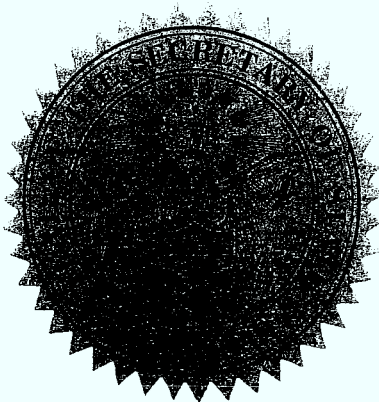
Articles of Incorporation

of

LITTLE ROCK URBAN PREP, INC.

filed in this office August 12, 2008 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 12th day of August 2008.



Charlie Daniels

Secretary of State

We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

- 1: **The name of the corporation is:**
LITTLE ROCK URBAN PREP, INC.
- 2: **The corporation is:** PUBLIC - BENEFIT CORPORATION
- 3: **Will this corporation have members:** NO
- 4: **Power of the corporation:**
A. IRS (501)(C)(3) SUGGESTED LANGUAGE:
10/29/2007:
NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT, OR BE DISTRIBUTABLE TO ITS MEMBERS, TRUSTEES, OFFICERS, OR OTHER PRIVATE PERSONS, EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSES SET FORTH IN PREVIOUS ARTICLES HEREOF. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLISHING OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE

INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR (B) BY A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C) (2) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

5: The purpose for which this corporation is organized:

B. SAID CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL, AND SCIENTIFIC PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER 501(C)(3) OF THE INTERNATIONAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.)

6: Distribution of assets on dissolution:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE:
10/29/2007:

UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY A COURT OF COMPETENT JURISDICTION OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS AS SAID COURT SHALL DETERMINE WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH

PURPOSES.

7: Corporation's initial registered agent:

Name JACKIE Y. JACKSON
Street Address 11606 STONEY POINT CT
City: LITTLE ROCK
State: AR
ZIP: 72211-1633

8: The name and address of each Incorporator is as follows:

Name 1 JACKIE Y.
JACKSON
Address 11606 STONEY
1 POINT CT.

Name 2

Address

2

Name 3

Address

3

Name 4

Address

4

Name 5

Address

5

Name 6

Address

6

Name 7

Address

7

Name 8

Address

8

Name 9

Address

9

Name 10

Address

10

Optional Info:

**Signature of an
Incorporator:**

JACKIE JACKSON

Urban Collegiate Public Charter School for Young Men
Community Meeting, August 25, 2009
Sign In Sheet

Required Attachment 14

Print Name	Email Address	Or	Address
1. Paris Smith	DSmith672004@yahoo.com		
2. Carnie Matthews	Carnie_mattews@yahoo.com		
3. Pamela Cross	PCross@windstream.net		
4. Qum Flay	annbboy@gmail.com		
5. Casey Stoltz	Katvion		
6. Sue + Cher Palmer	Palmw@sweglobal.net		
7. Donald Northcross	Donald.NorthCross@arkansasbestfit.edu		
8. Garry Stewart	Stewart_gerry@yahoo.com		
9. Linda O Harrison	lindaoharrison@yahoo.com		
10. Sekandria Jackson	sekandria@aol.com		
11. Cristal Rycrow	cristal1@aol.com		
12. Sebastian Richard Johnson	AndersenRichard@siggo.net		
13. Melanie Henry	melanie183@centurytel.net		
14. Daniel Johnson	Ldarnen1@aol.com		
15. Brian A. Fuller	brianafuller@comcast.net		
16. TERRY JACKSON	TJ2057@YAHOO.COM		
17. JACKIE JACKSON	JACKSON-JACKIE15@YAHOO.COM		
18. Erik Smith		4301 W. 26 St. B.R. H.	
19. Tameka Fuller	cajingale@yahoo.com		
20. Lynselle Oaks	lakes@aristotle.net		25010 6th. Bldg.

Urban Collegiate Public Charter School for Young Men
Community Meeting, August 25, 2009
Sign In Sheet

Print Name	Email Address	Or	Address
1. Shawanna Lumsey	ShawannaLumsey@live.com		8000 Shiloh Dr. Mabelville, MO
2. Howard Dilworth	dillio38@yahoo.com		4621 Tena Ln., L.R. AR
3. Cyathia Cotton			9523 Woodford Dr. LR AR 72209
4. Vanessa Chambers	vas.klenz@comcast.net		17205 Lancaster, LR AR 72209
5. Reecette Thomas	reneeethoms2002@yahoo.com		1517 Osage Dr. NLR 72116
6. Sara Walton	walton.saram@uams.edu		37 New Horizon Lane LR, AR
7. Angela Smith	ameangie@skglobal.net		21 Dellwood Drive LR, AR
8. Leland P. Richardson	dondjas@aol.com		95 Pinedale Cir. Mabelville, AR 72103
9. Lisa Sims	simslisa@uams.edu		2923 Summit LA 72006
10. Creshondra Brown			10411 Mann Rd Mablevale TN 37009
11. Kim Harris	Kim.sab@comcast.net		1121w 34th L.R 72206
12. Yolanda Wilkerson	ywilkerson@yahoo.com		P.O. Box 2002 LR, AR 72202
13. Mary White	whitemary@uams.edu		1806 Thayer LR 72202
14. Kimberly James	Nadeja.Williams@hotmail.com		603 N. Pinedale LR 72209
15. Michelle Kelly	Michelle.Kelly@e-yahoo.com		519 W 19th St LR AR 72206
16. Carole Edwards	edwards.carole79@yahoo.com		P.O. Box 55913 LR, AR 72215
17. Heather Coriwright	hcoriwright41@comcast.net		413 Collins St. LR, AR 72204
18. DARREN HOLCOMB	dholcom@BETTLEROCK.ORG		
19. LaKisha Broadway	lak-broadway@yahoo.com		1312 Madison Apt A LR, AR 72204
20. Gwendolyn Parker	gwenparker19@comcast.net		

82

Urban Collegiate Public Charter School for Young Men

Community Meeting, August 25, 2009

Sign In Sheet

Print Name	Email Address	Or	Address
1. La Chanda Brooks	lchanda__brooks@yahoo.com		1603 Garfield Dr LK AR 72204
2. Chava Stewart	Chava.stewart@comcast.net		38 Kingspark LR AR 72227
3. Mildred Hamilton			5209 Holly Springs Blvd LR AR 72206
4. DeWise Toombs	denisetoombs@globalnet		1900 Ringo L.R. AR 72206
5. Lawanda Dree	lawanda@centurytel.net		1512 SHERIDAN JACKSONVILLE, AR
6. NATASHA HILL	nataasha.hill@nisd.org		P.O. Box 165574 LR 72216
7. Ramika Brown	Sydn.Medison@karoladmi		1821 S Commerce 72204
8. Sandra Hagger	sanbonz1980@yahoo.com		
9. Renita Bennett	Renita.Bennett@Arkansas.gov		4816 W 14th LR 72204
10. Kina Barton			3600 Springer Blvd #411 72206
11. Laheisha Barnum	laheisha-barnum		5512 Division St. NLR
12. Bryson Austin			P.O. Box 383 Sweet Home 72164
13. Toshua Wiggins	twiggins2@uams.edu		1008 Grandview Ave NLR AR 72107
14.			
15.			
16.			
17.			
18.			
19.			
20.			

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Chief Operating Officer of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

Required Attachment 15

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Jackie Jackson
Signature of Chief Operating Officer of the School

Date: 8/31/09

Jackie Jackson
Print or type name



Commercial & Investment Division
1501 N. University Ave., Suite 800
Little Rock, AR 72207
Office (501) 664-7807 Fax (501) 664-0104

Arkansas Realtors Association
Certified Commercial Investment Member
Commercial Investment Real Estate Institute
CORFAC International
Institute of Real Estate Management
International Council of Shopping Centers
Little Rock Realtors Association
National Association of Realtors
Realtors National Marketing Institute
Society of Industrial & Office Realtors
Women Council of Realtors

August 31, 2009

Glenda Shannon Fewell Estate
Mr. Bob Fewell, Executor
47 Pinehurst Cr.
Little Rock, AR 72212

RE: 4601 S. University Ave., Little Rock, AR

Dear Mr. Fewell:

On behalf of the Little Rock Urban Prep, Inc. herein referred to ("LRUP") we are submitting this Letter of Intent to lease to Glenda Shannon Fewell Estate, Bob Fewell, Executor, herein referred to as ("Owner") to have the Right of First Refusal to lease the property located 4601 S. University Avenue, Little Rock, Arkansas (herein referred to the "Property"). The general terms and conditions are contained in the attached and the specific terms and conditions are as follows:

1. **Lease Term**

The initial term of the lease shall be for five (5) years.

2. **Lease Rate**

The base annual rental rate for the first twelve (12) months of the Lease Term will be One Hundred Twenty Thousand & No/Dollars (\$120,000.00) which shall be paid in monthly installments of \$10,000.00.

The base annual rental rate for the remaining initial term of the lease will be negotiated between LRUP and Owner.

3. **Contingencies**

The lease will be contingent upon LRUP obtaining a charter school for approval for the property.

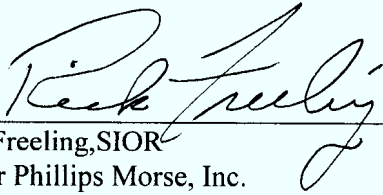
Should the Owner obtain another offer to Lease or Purchase the Property LRUP will be given written notice and shall have 48 hours to exercise this Right of First Refusal by executing a Lease. Upon the failure of LRUP to execute said Lease within said time period, the Owner will be free to enter into any agreement with a third party.

This Letter of Intent sets forth the intentions of LRUP to enter into a lease for the above property. This Letter of Intent is not intended to constitute a contract or an offer to enter into a contract, nor to be binding on either LRUP or Owner, or create any legal obligations or rights. This Letter of Intent shall not create any obligation that either LRUP or Owner

Required Attachment 16

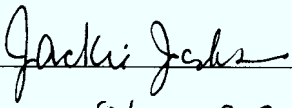
1

shall negotiate in good faith in respect to the potential contract contemplated herein. Moreover, neither LRUP or Owner is liable to the other on account any action the other takes in reliance on this Letter of Intent.

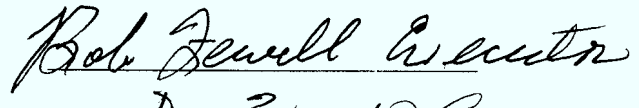

Rick Freeling, SIOR
Rector Phillips Morse, Inc.

AGREED & ACCEPTED:

Little Rock Urban Prep, Inc.


Date 8/31/09

**Glenda Shannon Fewell Estate
Bob Fewell, Executor**


Date 8-31-09

Application Cycle 2010

ADE Evaluation

Little Rock Urban Collegiate Public Charter (UCPC) School
for Young Men



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

**State Board
of Education**

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

September 28, 2009

Jackie Jackson
Little Rock Urban Prep, Inc.
7 Pleasant Cove
Little Rock, AR 72211

Dear Applicant:

Recently you received a letter dated September 25, 2009, from the Arkansas Department of Education, Charter School Office, that was sent with your completed review of your Charter application. The letter stated written responses should be returned **"no later than 4:00 p.m., Friday, October 28, 2009"**. That date is incorrect.

The correct date for written responses is **no later than 4:00 p.m., Friday, October 23, 2009.** Responses received later than 4:00 p.m. on Friday, October 23, 2009, will not be accepted. Please allow for adequate mailing time and delivery.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Responses should be sent to the following address:

Mary Ann D. Brown, Ed.D.
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

We are sorry for any inconvenience this may have caused your office. Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D.
Charter School Program Director

MAB/jf

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

September 25, 2009

**State Board
of Education**

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

Jackie Jackson
Little Rock Urban Prep, Inc.
7 Pleasant Cove
Little Rock, AR 72211

Dear Applicant:

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per 9.01 of the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

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 4:00 p.m., Friday October 28, 2009.**

Responses should be sent to the following address:

Dr. Mary Ann D. Brown
Charter School Office
Four Capital Mall, Room 105-C
Little Rock, AR 72201

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

Thank you,

A handwritten signature in black ink that reads "Mary Ann D. Brown, Ed.D.".

Mary Ann D. Brown, Ed.D.
Charter School Program Director

Enclosure: Public Charter School Application Evaluation Report

2009-2010
Public Charter School
Application Evaluation Report

Little Rock UCPC School for Young Men



Provided by:
Arkansas Department of Education
Charter School Office

Application Evaluation Report

Little Rock Urban College Preparatory Charter School for Young Men

Charter School Application Evaluation Instrument.....	1
Eligible entity Status.....	2
Pre-Application Materials.....	2
Standards 1 and 2: Public Hearing Results.....	3
Standard 3: Governing Structure.....	3
Standard 4: Mission Statement.....	4
Standard 5: Educational Need.....	4
Standard 6: Educational Program.....	5
Standard 7: Academic Achievement Goals.....	5
Standard 8: Curriculum Development and Alignment.....	6
Standard 9: Geographical Service Area.....	6
Standard 10: Annual Progress Reports.....	7
Standard 11: Enrollment Criteria and Procedures.....	7
Standard 12: Staffing Plan.....	8
Standard 13: Business and Budgeting Plan.....	8
Standard 14: Financial and Programmatic Audit Plan.....	9
Standard 15: Arkansas Public School Computer Networking Assurances.....	9
Standard 16: Facilities.....	10
Standard 17: Student Services.....	11
Standard 18: Student Services (Food).....	11
Standard 19: Parental Involvement.....	12
Standard 20: Waivers.....	13
Standard 21: Desegregation Assurances.....	14
Attachment 1: Charter School Operations and Maintenance Compliance Report (Site 1)	



ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: Little Rock Urban College Preparatory Charter School for Young Men

Eligible entity status:

- ☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☒ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application for Non-Sectarian Organization Exempt from Taxes
Approved - Please see letter from Internal Revenue Service and additional evidence on pages 76 thru 81.

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Letter of Intent was submitted within the deadline.	
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 1, 33-38, 82-84
Concerns and Additional Questions	Reference
Please provide copy of the letter submitted to superintendents regarding public hearing.	Pages 37-38

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 1-3
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Mission is meaningful and manageable.	Page 3
Concerns and Additional Questions	Reference
How will the mission be measured?	Page 3

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 3-7
Concerns and Additional Questions	Reference

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 7-12, 67-68, 69
Concerns and Additional Questions	Reference

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Application addresses valid and reliable assessment tools.	Page 13
Concerns and Additional Questions	Reference
Application does not address specific goals in reading, reading comprehension, mathematics, and mathematics reasoning.	Page 13

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application does not include a timeline for frequency of monitoring and adjusting the curriculum alignment.	Pages 14, 41-65

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 14-15
Concerns and Additional Questions	Reference

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Page 15
Concerns and Additional Questions	Reference

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Page 15-17
Concerns and Additional Questions	Reference
Please provide an assurance that enrollment and admissions process will not discriminate in the basis of national origin, race, ethnicity, religion, disability, or academic and athletic eligibility.	

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application meets the standard criteria.		Pages 17- 22, 75
Concerns and Additional Questions		Reference
Please delineate the number of position to be filled by other than instructional staff.		

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
School will involve multiple individuals in all financial transactions for complete segregation of duties. The school will hire a full-time Administrative Assistant. Budget will be approved by the Board of Directors. Application contains procurement procedures.		Pages 23-25, 75
Concerns and Additional Questions		Reference
Applicant did not budget any revenue from Enhanced Funding. It is unclear why the applicant only budgeted 70% of the NSLA funding allocation. The applicant budgeted for ELL as well as Special Education funding which can only be rough estimates since the school has yet to open and these funds are based on identified students. The budget includes revenue from several grant sources that are not guaranteed funds.		Pages 71-74

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Annual audit will be conducted by an independent certified public accounting firm or the Division of Legislative Audit.	Page 25
Concerns and Additional Questions	Reference

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
The application assures that the school will participate in the Arkansas Public School Computer Network (APSCN) as required.	Page 26
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Application does not provide a lease agreement. Please provide additional information regarding accommodations for special needs, classroom size, and altering facilities.		Pages 26-27, 70, 88-89
Legal Review		
<ol style="list-style-type: none">1. Any facilities used by the Applicant 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. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed facilities as well as compliance with health, safety, building and zoning laws.2. A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the Application is taken.		
Charter School Site Visit Report Provided by the Division of Public School Academic Facilities and Transportation – Please refer to attachment 1.		

STANDARD 17 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Media Services - Please clarify as to the partnership that has been established between the local library and the school. Transportation - Students may not be identified based on free and reduced lunch status.	Pages 27-28

STANDARD 18 OF APPLICATION: STUDENT SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application should provide a more detailed plan that addresses food services for all children. Application also lacks provision on personnel for the food service program. In seeking to contract with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance.	Pages 28-29

STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Page 29
Concerns and Additional Questions	Reference
Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements.	

STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Application provides limited explanation of waivers requested and description of how the school will address any waivers.		Pages 29
Legal Review		
<p>a.) Ark. Code Ann. § 6-15-902 and ADE Rules Governing Uniform Grading Scales: If a waiver is granted here, it should only apply to non-core (i.e., elective) courses.</p> <p>b.) Ark. Code Ann. § 6-16-102 (“Length of School Day”): The Board may waive this requirement, subject to the following condition: The amount of instructional time may be increased beyond six (6) hours per day, but may not be decreased to less than six (6) hours per day.</p> <p>c.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-902, Section 15.03 of the Department’s Rules Governing Standards for Accreditation of Arkansas Public Schools, the Department’s Rules Governing Highly Qualified Teachers, and the Department’s Rules Governing Teacher Licensure:</p> <ul style="list-style-type: none"> • 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 Rules 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 and central registry checks. <p>d.) ADE Rules Regarding Nutrition and Physical Activity Standards (Standards): The Board may also grant a waiver to those portions of the Standards involving Ark. Code Ann. § 6-16-132, but may not grant a waiver to those portions of the Standards involving Ark. Code Ann. §§ 20-7-133 – 20-7-135 (as those statutes do not fall under Title 6 of the Education Code, and the Board is without power to grant waivers involving laws or Rules not in Title 6 of the Education Code. <u>See</u> Ark. Code Ann. § 6-23-302.)</p> <p>e.) Ark. Code Ann. § 6-17-919 (“Warrants void without valid certificate and contract”): Under Ark. Code Ann. § 6-17-919, the only requirement which would be waived is the ability to pay a teacher’s salary only upon the filing of a teacher’s certificate with the county clerk’s office, if the requirement of a teacher’s certificate is waived for such teacher.</p> <p>f.) Ark. Code Ann. § 6-15-920 (“Examination of teacher’s contracts”): This Section is not capable of being waived by the Board, as the duties imposed by this Code Section are upon the county clerk, and not upon Little Rock Urban Collegiate Public Charter School for Young Men.</p>		

STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets standard criteria.	Pages 31-32
Concerns and Additional Questions	Reference
For complete information, please see forthcoming Desegregation Memos from the Arkansas Department of Education -General Counsel Office.	

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School Name: Little Rock Urban Collegiate Charter Date: 9/10/2009

Address 4601 South University Little Rock, AR Phone _____

Director _____ E-Mail _____

School Contact (Name/Position) Jackie Jackson Phone _____

Facility is: _____ Proposed ☒ Existing _____ New Construction _____

Required Inspections and Staff Training

1. Maintenance Procedures Manual _____
2. Training Manual _____
3. Fire Extinguishers Serviced Annually _____
4. Fire Extinguishers Inspected Monthly _____
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall _____
6. Fire Alarm System tested/inspected annually _____
7. Fire Drills Performed Monthly _____
8. Natural Gas Distribution System Inspected Annually _____
9. RPZ Valves Inspected Annually _____
10. Asbestos Surveillance up to Date _____
11. MSDS Sheets up to Date and Accessible _____
12. Hot Water Boiler/Heater _____

Action Items (Follow-Up Required)

1. _____
2. _____
3. _____
4. _____

Specific Building Information

1. Building Name and LEA #Former Gwatney GMC auto dealership
2. Grade Configuration K-8
3. Facility Built Date (including additions): Unknown
4. Walk-thru of facility conducted: YES

5. Items Checked:

<input checked="" type="checkbox"/> HVAC System	<input type="checkbox"/> Roofs
<input type="checkbox"/> Exit Lights	<input checked="" type="checkbox"/> Plumbing/ ADA Compliance
<input type="checkbox"/> Hot Water Boilers & Heaters	<input type="checkbox"/> Electrical System
<input type="checkbox"/> Doors/Windows	<input checked="" type="checkbox"/> Interior / Exterior Lighting
<input type="checkbox"/> Emergency Lighting	<input type="checkbox"/> Floor Coverings
<input type="checkbox"/> Grounds Maintenance	<input type="checkbox"/> Fire Extinguishers
<input type="checkbox"/> Kitchen Equipment	<input checked="" type="checkbox"/> Fire Alarm
<input type="checkbox"/> Playground Equip.	<input checked="" type="checkbox"/> Stairwells
<input checked="" type="checkbox"/> Fire Sprinkler Systems	<input type="checkbox"/> Athletic Field Maintenance
<input type="checkbox"/> Elevators & Wheelchair Lifts	<input type="checkbox"/> Kitchen Hood Vent Suppression System
<input type="checkbox"/> Interior / Exterior Finishes	<input type="checkbox"/> Masonry & Concrete Building Exteriors
<input type="checkbox"/> Sidewalks, Driveways, Parking Areas, & Pave	
<input checked="" type="checkbox"/> Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas	
<input type="checkbox"/> Food Service	

6. Building Comments:The location consists of two metal buildings. One building has multiple areas.
- The facility will require extensive renovation to be usable as a school facility. Large amount of parking.
- Oil and grease stains will need to be removed from the floors in the former repair area.
-
-
-
-

7. Custodial (include equipment and storage):

<input type="checkbox"/> Storage Closets	<input type="checkbox"/> Restrooms
<input type="checkbox"/> Hallways/Classrooms/Offices	<input type="checkbox"/> Gymnasiums/Locker Rooms

Custodial Comments: _____

Summary of the General Condition of the Facility: Fair

Action Items (Follow-up required):

1. Permitting and inspection by the City of Little Rock.
2. Certificate of Occupancy from the City of Little Rock prior to opening.
3. _____
4. _____
5. _____

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative: _____ Position: _____

Comments _____

Application Cycle 2010

Response to Evaluation

Little Rock Urban Collegiate Public Charter (UCPC) School
for Young Men

October 23, 2009

Mary Ann D. Brown, Ed.D
Charter School Office
Four Capital Mall, Room 105-C
Little Rock, AR 72201

Dear Dr. Brown:

Little Rock Urban Prep, Inc. appreciates the input provided by ADE staff members. In accordance with the Charter School rules, we are submitting a written response to the evaluation. UCPC has made changes, as suggested, or is offering clarification as follows for specific standards.

Please feel free to contact me at 501-255-7875 for more information if needed.

Thank you,



Jackie Jackson, President
UCPC School Board of Directors

Enclosure: RESPONSE TO ADE REVIEW OF CHARTER APPLICATION

RECEIVED
OCT 23 2009

CHARTER SCHOOL OFFICE

RESPONSE TO ADE REVIEW OF CHARTER APPLICATION

16 October 2009

STANDARD 4: Mission Statement

ADE Response: How will the mission be measured?

Our mission will be measured through test driven data using state mandated testing.

STANDARD 7: Academic Achievement Goals

ADE Response: Application does not address specific goals in reading, reading comprehension, mathematics, and mathematics reasoning.

Our specific goals in **Reading, Reading Comprehension, Mathematics, and Mathematics Reasoning** is to advance students each year on the State required testing instruments. Student success will also be measured by classroom performance, state test scores and NWEA Assessments.

STANDARD 8: Curriculum Development and Alignment

ADE Response: Application does not include a timeline for frequency of monitoring and adjusting the curriculum alignment.

A timeline for frequency of monitoring and adjusting the curriculum alignment will be charged to the Director of Curriculum, Instruction, and Assessment; and Teacher Teams. Director of Curriculum, Instruction, and Assessment will make sure that the curriculum alignment is adjusted, as needed, **annually** and as the State Board adopts new standards in various subjects. Teacher teams will analyze data from **quarterly** based assessments using NWEA testing results. This will insure that the curriculum maintains an alignment with Arkansas framework both horizontal and vertical.

STANDARD 13: Business and Budgeting Plan

ADE Response: Applicant did not budget any revenue from Enhanced Funding. It is unclear why the applicant only budgeted 70% of the NSLA funding allocation. The applicant budgeted for ELL as well as Special Education funding which can only be rough estimates since the school has yet to open and these funds are based on identified students. The budget includes revenue from several grant sources that are not guaranteed funds.

Enhanced Funding will be utilized as suggested should fiscal support continue.

70% of NSLA funding was estimated in a way to insure that planning expenditures will not exceed revenue.

The estimates from grant sources were included in the proposed budget however the proposed budget will have a positive end of the year balance without the grants. See budget attached for clarification-Attachment 1

STANDARD 16: Facilities

ADE Response: Application does not provide a lease agreement. Please provide additional information regarding accommodations for special needs, classroom size, and altering facilities.

The lease will be provided showing additional information regarding accommodations for special needs, classroom size, and altering facilities. The lease will validate that all required renovations will be responsibility of the owner. See attached lease for clarification-Attachment 2

All renovations will be in compliance with legal regulations and requirements, as well as meet all ADA and the IDEA standards. The school site has been visited by the Division of Public School Academic Facilities and Transportation. Pending charter school approval a Certificate of Occupancy will be obtained from the City of Little Rock prior to school occupancy.

STANDARD 17: Student Services

ADE Response: Media Services-Please clarify as to the partnership that has been established between the local library and the school.

Transportation-Students may not be identified based on free and reduced lunch status.

The school will have media collection, a media center, and partnership with the local Central Arkansas Library System to have their media specialist do annual visit at the school.

Transportation will be available for everyone with a bus pass from the Central Arkansas Transit System paid for by the school.

STANDARD 18: Student Services

ADE Response: Application should provide a more detailed plan that addresses food services for all children. Application also lacks provision on personnel for the food service program. In seeking to contact with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance.

The applicant will work diligently with the Staff in the Child Nutrition Office to serve all students as mandated. Applicant will use vendors that are approved by the Federal Child Nutrition Program Office or have the Federal Child Nutrition Office train the school nutrition personnel on Federal procedures and guidelines. Our food service program will be USDA approved.

STANDARD 19: Parental Involvement

ADE Response: Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements.

Applicant is aware of Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements. The applicant will follow federal parental involvement requirements.

STANDARD 20: Waivers

ADE Response: Application provides limited explanation of waivers requested and description of how the school will address any waivers.

A.C.A. § 6-10-106. Uniform dates for beginning and end of school year.

The school has opted for a longer school year.

A.C.A. § 6-11-129. Posting of information on district's website-Agree not to waive

The school has already asked for a waiver of many of the required reporting points

A.C.A. § 6-13-616(a). Qualifications of directors.

Not applicable to open-enrollment charter schools, which have no district boundaries.

A.C.A. § 6-15-902. Grading scale

ADE Rules Governing Uniform Grading Scales-Agree not to waive

The school may adopt a grading scale that is more rigorous than that provided in this statute.

ADE Rules Regulating Common Core System-Agree not to waive due to it relates to high school. **The school may use highly qualified teachers instead of certified teachers when allowed.**

ADE Rules Regulating Visual Art and Music Instruction

The school will seek to infuse appropriate visual art and music instruction into incorporated content area but given the nature and purpose of this school we seek greater flexibility in establishing these instructional programs.

Standards for Accreditation—IV. Curriculum

The school will adopt the curriculum described in this application.

ADE Rules Regulating Section 16.0 of the Standards Rules (specifically, Subsections 16.01.3 (Counselor),

A.C. A. 16.02.3 (Library media Specialist)

Access will be made available through the local library.

Section 16.02.2 ("Process for acquisition of instructional materials")

A.C.A. 16.02.4 (School Media Collection)

In the initial program implementation of the school the intent of the act may be met through Central Arkansas Library System and small classroom media collections.

ADE Rules Regulating Section 10.05 (“Extra curricular activities”) Section 10.06 (“Greater flexibility is required for participation in extracurricular activities”),

Extra curricular activities are after school hours and/or after school community operated programs therefore the school will not have a need for policies about participating in extracurricular activities.

A.C.A. § 6-16-102. School Day Hours

The school will want the amount of instructional time to be increased beyond six (6) hours per day as outlined in charter application.

A.C.A. § 6-16-124. Arkansas history – Required social studies course.

The school will incorporated Arkansas history into the curriculum, but not necessarily through dedicated courses.

A.C.A. § 6-15-1004. Qualified teachers in every public school classroom.

The school may have highly qualified teachers in non-core courses only.

A.C.A. § 6-17-111. Duty-free lunch period.

The school may have teacher or staff to do occasional lunch duty beyond required 30 minutes duty free lunch.

A.C.A. § 6-17-114. Daily planning period.

Adequate planning time will be provided (at least 200 minutes per week), but the school requests greater flexibility in scheduling this time than is provided by code.

A.C.A. § 6-17-201. Personnel Policy Requirement

A.C.A. § 6-17-203. Personnel Policy Committees

A.C.A. § 6-17-301. Employment of certified personnel.

A.C.A. § 6-17-302. Public school principals – Qualifications and responsibilities.

A.C.A. § 6-17-309. Certification – Waiver.

A.C.A. § 6-17-401 et seq. Teacher’s license requirement.

A.C.A. § 6-17-418. Teacher certification – Arkansas history requirement.

A.C.A. § 6-17-807. Additional days

A.C.A. § 6-17-902. Definition of a Teacher

A.C.A. § 6-17-919. Warrants void without valid certificate and contract.

A.C.A. § 6-17-920. Examination of teachers’ contracts.

A.C.A. § 6-17-1501 et seq. Teacher Fair Dismissal Act of 1983.

A.C.A. § 6-17-1702. et seq. Public School Employee Fair Hearing Act.

Given that the school’s charter may be revoked for nonperformance, the school reserves the same right for the timely dismissal of employees who are impeding the academic progress of students and seeks greater flexibility in these areas to assist in performance based demands.

A.C.A. § 6-17-2302. (Act 1591 of 2007, regarding Business Managers)

ADE Rules Governing “Highly Qualified Teachers”

ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

Standards for Accreditation—X. Personnel

The school will hire highly qualified teachers, administrators, and support staff regardless of license status, as provided by regulatory guidance for charter schools under No Child Left Behind and thus request flexibility as typically granted performance based charter schools.

A.C.A. § 6-17-2403. Minimum teacher compensation schedule.

ADE Rules—Certified Staff Salary Schedule

Act 847 of 2007 Concerning Public School Certified and Classified Employee

Alternative Pay Programs

The school will seek to provide teacher compensation that is competitive with other local public and private schools. However, it reserves the right to determine specific salary schedules. A teacher who seeks employment with the school is assumed to have given tacit approval for participation in a performance pay compensation plan as the school desires.

A.C.A. 6-18-508. Alternative learning environment.

As schools of choice, charter schools provide a learning environment that is appropriate for those students and parents who value the school’s mission and purpose. The very nature of this proposed charter school is somewhat alternative in nature and we request a waiver in this area.

A.C.A. § 6-25-101 et seq. Public School Library Media and Technology Act.

ADE Rules Regarding Eye and Vision Screening

ADE Rules Regarding Nutrition and Physical Activity Standards

Standards for Accreditation—XI. Support Services.

The intent of the act may be met through cooperative and/or contractual agreements with mental and physical health providers, libraries, and museums in the community.

A.C.A. § 6-42-101 et seq. Gifted and Talented Education.

The school has a rigorous curriculum therefore gifted and talented education will not be utilized in the initial program implementation of the school.

Proposed Budget FY 2010-2011
LR Urban Collegiate Public Charter School for Young Men
WITHOUT GRANTS

Revenues	Amount	Total
State Public Charter School Aid:		
No. of Students (696) x \$6,023	\$ 4,192,008	
No. of Students (696) x \$35 Enhancement Funding	\$ -	
No. of Students (696) x \$41.33 Professional Development	\$ 28,766	
No. of Students (696) x \$496 [70%:487] NSLA Funding	\$ 241,552	
Total State Charter School Aid		\$ 4,462,326
Other Sources of Revenues:		
Private Donations or Gifts		
Federal Grants		
Fundraising (Uniform Grants)	\$ -	
Other:		
ELL \$293 per eligible student (27)	\$ 7,911	
Spec. Educ Supervisor \$7.30 per student	\$ 5,080	
Spec. Education \$1,000 per eligible student (70)	\$ 70,000	
Federal Title Funds \$350 per student	\$ 170,450	
School Lunch payments and reimbursement (487)	\$ 400,314	
65%Free/Rdu:breakfast 20%/8%-lunch 41%/15%		
Total Other Sources of Revenues		\$ 653,755
Total Revenues		\$ 5,116,081

Expenditures	Amount	Total
Administration:		
Salaries: (No. of Positions 2.0 FTE)	\$ 140,000	
Fringe Benefits	\$ 34,300	
Purchased Services	\$ 8,352	
Supplies and Materials	\$ 3,600	
Equipment	\$ 4,000	
Other (Professional Dev)	\$ 2,400	\$ 192,652
Administration Assistants:		
Salaries: (No. of Positions 2.0 FTE)	\$ 60,000	
Fringe Benefits	\$ 19,200	
Purchased Services		
Supplies and Materials	\$ 2,000	

Equipment	\$	4,000		
Other (Professional Dev)	\$	500	\$	85,700

Regular Classroom Instruction:

Salaries: (No. of Positions 48.5)-Average 38K	\$	1,872,973		
Fringe Benefits	\$	557,554		
Purchased Services	\$	17,744		
Supplies and Materials	\$	321,567		
Equipment	\$	500,000		
Other (Professional Dev)	\$	11,400	\$	3,281,238

Special Education:

Salaries: (No. of Positions 1.0)	\$	38,000		
Fringe Benefits	\$	11,360		
Purchased Services	\$	3,500		
Supplies and Materials	\$	14,327		
Equipment	\$	2,000		
Other (Professional Dev)	\$	600	\$	69,787

Alternative Education (ELL)

Salaries: (No. of Positions .50)	\$	19,000		
Fringe Benefits	\$	7,180		
Purchased Services				
Supplies and Materials	\$	2,672		
Equipment	\$	2,000		
Other (Professional Dev)			\$	30,852

Guidance Services:

	\$	-		
Salaries: (No. of Positions 1.0 FTE)	\$	40,000		
Fringe Benefits	\$	11,800		
Purchased Services				
Supplies and Materials	\$	1,000		
Equipment	\$	2,500		
Other	\$	4,176	\$	59,476

Health Services:

Salaries: (No. of Positions)	\$	-		
Fringe Benefits	\$	-		
Purchased Services	\$	5,000		
Supplies and Materials	\$	500		
Equipment	\$	3,000		

Other (Professional Dev)	\$	600	\$	9,100
--------------------------	----	-----	----	-------

Media Services:

Salaries: (No. of Positions)	\$	-		
Fringe Benefits	\$	-		
Purchased Services	\$	9,600		
Supplies and Materials	\$	36,200		
Equipment	\$	5,000		
Other (Professional Dev)	\$	-	\$	50,800

Fiscal Services:

Salaries: (No. of Positions 1.0)	\$	35,000		
Fringe Benefits	\$	10,700		
Purchased Services	\$	5,000		
Supplies and Materials	\$	2,000		
Equipment	\$	2,000		
Other (Professional Dev)	\$	600	\$	55,300

Maintenance and Operation:

Salaries: (No. of Positions 2.0)	\$	43,000		
Fringe Benefits	\$	12,460		
Purchased Services				
Supplies and Materials	\$	16,800		
Equipment	\$	3,600		
Other	\$	-	\$	75,860

Pupil Transportation:

Salaries: (No. of Positions)	\$	-		
Fringe Benefits	\$	-		
Purchased Services	\$	88,000		
Supplies and Materials	\$	-		
Equipment	\$	-		
Other	\$	-	\$	88,000

Food Services:

Salaries: (No. of Positions)	\$	-		
Fringe Benefits	\$	-		
Purchased Services	\$	397,814		
Supplies and Materials				
Equipment	\$	2,500	\$	400,314
Other				

Data Processing: IT Admin

Salaries: (No. of Positions 1.0)	\$	42,000	
Fringe Benefits	\$	12,240	
Purchased Services	\$	29,800	
Supplies and Materials	\$	2,000	
Equipment	\$	10,000	
Other (Professional Dev.)	\$	600	\$ 96,640

Substitute Personnel:

Salaries: (No. of Positions)	\$	-	
Fringe Benefits	\$	-	
Purchased Services	\$	5,760	\$ 5,760

Facilities:

Lease/Purchase (contract for 1 yr. including upgrades)	\$	438,000	
Please list upgrades - Playground Equipment	\$	25,000	\$ 463,000

Utilities (contract for 1 yr)

Insurance:	\$	48,000	
Liability	\$	14,000	
Content	\$	16,000	
Property	\$	12,000	\$ 90,000

Other Expenditures:

Scholarships for Uniforms	\$	16,000	
Legal Services	\$	8,000	
Field Trips	\$	8,600	
Support Services	\$	5,000	\$ 37,600

Total Expenditures		\$ 5,092,079	
---------------------------	--	---------------------	--

Reserve		\$ 24,002	
----------------	--	------------------	--

LEASE AGREEMENT

This Agreement, made this 19th day of October, between SBF Investments II, Inc. and the Glenda Shannon Fewell Estate, whose address is 47 Pine Hurst Circle, Little Rock, Arkansas 72212 (the Lessor) and Little Rock Urban Prep, Inc. whose address is 7 Pleasant Cove, Little Rock, Arkansas 72211, (the Lessee) Witnesseth:

1. **Leased Premises.** For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises unto Lessee, subject to the terms and conditions contained herein, the following described property situated in Pulaski County, Arkansas:

4601 South University Ave.

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. **Term.** This lease shall commence on completion of the improvements, and shall extend for a term of five (5) years.

3. **Rent.** Lessee agrees to pay to Lessor as base rental for the full term of this lease the base sum of \$600,000.00, payable in sixty equal monthly installments of \$10,000.00 each in addition Lessee will pay to Lessor an additional amount of rent which will equal the cost for amortizing certain improvements to be installed by the Lessor, all of which is to be paid in advance on the first day of each month, and on the first day of each and every month thereafter during the term of this lease.

4. **Signs.** Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. **Lessor's Repairs.** Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenable condition. If Lessee is deprived of the use of [a substantial portion] ~~[more than percent]~~ of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. **Lessee's Repairs.** Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. ~~Lessor~~ [Lessee] shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.

8. Use. Lessee agrees to use the leased premises for the purpose of operating a charter school and related purposes and for no other purposes without written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at 47 Pine Hurst Circle, Little Rock, Arkansas, 72211. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at 7 Pleasant Cove, Little Rock, Arkansas, 72211. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before

the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. **Casualty.** If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. **Condemnation.** In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. **Insurance on Improvements.** [Lessee] shall maintain, at [Lessee's] expense, fire, hazard and extended coverage insurance, [including plate glass insurance,] in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to [Lessor] prior to the inception of this lease. [Lessee] shall reimburse [Lessor] for the premiums paid for such insurance upon receipt of notice of the amount due, if [Lessor] is required to pay such premiums.

17. **Insurance on Lessee's Property.** Lessee shall be solely responsible for maintaining insurance on [his, its] property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. **Liability Insurance.** Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than _____ per person, _____ per accident, and _____ for property damage. The policy representing such insurance shall name Lessor, [its successor, or his heirs] and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, [its successors, or his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. **Common Areas.** Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. **Compliance with Laws.** Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. **Trash.** All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Works Department].

22. **Title and Quiet Enjoyment.** Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. **Succession.** This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. **Waste.** Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. **Assets.** Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the

property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26. **State Immunity.** Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. **Use of State Funds.** Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 7 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 7 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. **State Approval.** Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29. **Health, Safety, Facility and Zoning Codes.** The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. **Severability.** Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or

subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

LESSOR:

SBF Investments II, Inc.

Glenda Shannon Fewell Estate

47 Pine Hurst Circle

Little Rock, AR 72212

LESSEE:

Little Rock Urban Prep, Inc.

7 Pleasant Cove

Little Rock, AR 72211

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this 19 day of October, 2009.

LESSOR:



SBF Investments II, Inc. and the Glenda Shannon Fewell Estate

LESSEE:



Little Rock Urban Prep, Inc.

Application Cycle 2010

Additional Documents Received by ADE

Little Rock Urban Collegiate Public Charter (UCPC) School
for Young Men

MAB

FUTURE BUILDERS, INC.

P.O. Box 127, Wrightsville, Arkansas 72183

Telephone (501) 897-5566

Fax (501) 897-5568

Building Our Nation's Future

September 29, 2009

George T. Blevins, Jr., Ph.D.

Friends Academy of Health and Environmental Sciences

P.O. Box 164224

Little Rock, AR 72216

Dear Dr. Blevins,

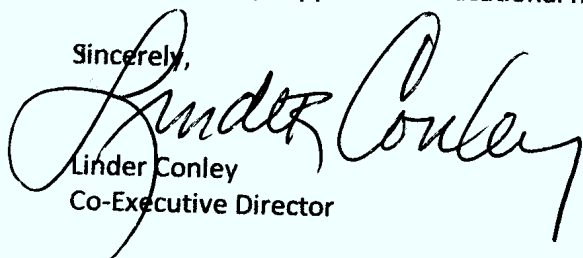
I write this letter to express my enthusiastic support of the Friends Academy of Health and Environmental Sciences charter school application. I share the excitement regarding the contribution that Friends Academy can make to improving science, technology, engineering, and mathematics education, which is so important for our children future generations and our nation.

Friends Academy's curricular emphasis on health, environment and healthy lifestyles will offer middle school students a choice that has the potential to make a profound impact on many of their lives. In addition to broadening their career options, the health sciences and healthy lifestyles focus will contribute to these middle school students understanding the tumultuous period of rapid physical development and emotional turmoil experienced by this age group. The robust and challenging curriculum can serve an important role in retaining at-risk middle schools students.

I applaud the sustainability approach of Friends Academy. Utilizing a LEED certified historic structure to house the school and as a teaching tool will give students firsthand experience with both green building principles and Arkansas history. Moreover, this facility will serve as a sorely needed anchor for the distressed community in which it is located.

Dr. Blevins, I am aware of your background as a scientist, educator and community advocate who strongly supports excellence in education. That you are spearheading this school gives me a great level of confidence in supporting Friends Academy. I am certain that it will be a top notch middle school. I enthusiastically support the educational mission of Friends Academy.

Sincerely,



Linder Conley
Co-Executive Director

cc: Members, Arkansas State Board of Education

RECEIVED
OCT 05 2009

CHARTER SCHOOL OFFICE

October 5, 2009



George T. Blevins, Jr., Ph.D.
Friends Academy of Health and Environmental Sciences
P.O. Box 164224
Little Rock, AR 72216

Dear Dr. Blevins,

I write on behalf of the Coalition for a Tobacco Free Arkansas to express our enthusiastic support of the Friends Academy of Health and Environmental Sciences charter school. We are very pleased to be asked to participate in a project such as this.

We believe that Friends Academy will contribute greatly toward improving literacy, science, technology, engineering, and mathematics education of children from low socio-economic groups who are historically low achievers. It is particularly important to guide this group of middle school students through the tumultuous period of rapid physical development and emotional turmoil they are experiencing. The health sciences and healthy lifestyles focus is sorely needed by this age group. Because of these developmental difficulties, the tobacco companies have found that this group of children is particularly vulnerable to advertising techniques which lead them to take up tobacco use. We will assist these students to understand the harms of tobacco, which have very negative social and health consequences. This understanding should considerably decrease Friends Academy students' potential for tobacco use.

Friends Academy's health and environmental sciences curriculum will offer these middle school students an educational choice that has the potential to make a profound impact on many of their lives. It is our hope and belief that the robust and challenging curriculum can serve an important role in retaining many at-risk middle schools students who would otherwise be lost.

Dr. Blevins, we are very familiar with your background as a scientist, educator and community advocate who has advocated excellence in education for many years. Your service on the Board of Directors of the Coalition for a Tobacco Free Arkansas gives us great confidence that Friends Academy will be an excellent middle school. We offer our support to the educational mission of Friends Academy, in every manner in which we are able.

Sincerely,

Carla Sparks
Carla Sparks
President

cc: Members Arkansas State Board of Education

RECEIVED
OCT 13 2009

CHARTER SCHOOL OFFICE

October 29, 2009

Arkansas Department of Education
Tripp Walter
Attorney's Office
Four Capitol Mall,
Little Rock, AR 72201

Dear Mr. Tripp:

As previously submitted in our charter application, here are copies of original support letters and signed petitions. The Little Rock Urban Prep, Inc. ask that these copies of already submitted information to the State Board be accepted.

We respectfully thank you for your attention on this matter.

Sincerely,



Jackie Jackson
President, Board of Directors
Little Rock Urban Prep, Inc.

RECEIVED
ATTORNEY'S OFFICE

OCT 29 2009

DEPARTMENT OF EDUCATION
GENERAL DIVISION 7.11.



Stuart Thomas
Chief of Police

LITTLE ROCK POLICE DEPARTMENT
700 WEST MARKHAM
LITTLE ROCK, ARKANSAS 72201-1329



(501)-371-4605
Fax (501)-371-4892

August 25, 2009

Mrs. Jackie Jackson
Little Rock Urban Collegiate
Public Charter School
P.O. Box 26433
Little Rock, AR 72221

Dear Mrs. Jackson:

Thank you very much for taking the time to provide me with your vision for the Little Rock Urban Collegiate Public Charter School for Young Men. I am very impressed with your proposal and with your enthusiasm for this project, and I certainly wish you all the best in this endeavor.

It is my belief that a quality education is a core element of any successful community and, as Police Chief, I believe that it is a critical component in our collective efforts to make this a safer city. You have certainly presented a solid and ambitious plan for your school. I hope that you are ultimately successful in achieving your mission of improving the lives of our youth.

Please do not hesitate to contact me should I be of further service in this matter.

Sincerely,

Stuart Thomas
Chief of Police

ST:gs



Office of the Fire Chief

624 South Chester Street
Little Rock, AR 72201-3904
(501) 918-3700
Fax (501) 918-3734

August 20, 2009

Mrs. Jackie Jackson
Little Rock Urban Collegiate
Public Charter School
P.O. Box 26433
Little Rock, AR 72221

Dear Mrs. Jackson:

It was a pleasure to meet with you and your husband on Friday, August 14, 2009. Your passion, enthusiasm and drive are very contagious. I applaud your efforts to address the achievement gaps of young men in our community.

As Fire Chief, I am of the opinion that any gains recognized will greatly enhance the applicant pool and assist in our efforts to recruit, employ and retain a workforce more reflective of the community in which we serve. I offer you my support of your vision, and I wish you nothing but success in your endeavor to establish this Charter School.

If I can be of any assistance, please feel free to call me.

Sincerely,



Gregory Summers
Fire Chief

GS:mr

JOYCE ELLIOTT
SENATE MAJORITY LEADER

SENATOR
33RD DISTRICT
OFFICE: 501-568-3917
elliottj@arkleg.state.ar.us
POST OFFICE BOX 4248
LITTLE ROCK, ARKANSAS 72204



**THE SENATE
STATE OF ARKANSAS**

MEMBER:
LEGISLATIVE COUNCIL
JOINT AUDIT
EDUCATION
CITY, COUNTY & LOCAL AFFAIRS
RULES, RESOLUTIONS & MEMORIALS
JOINT RETIREMENT & SOCIAL SECURITY

June 10, 2009

Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

TO WHOM IT MAY CONCERN:

I am pleased to learn the Little Rock Urban Prep School has been received preliminary approval for a planning grant. As Jackie Jackson and others move ahead to make this school a reality, please know they do so with my support.

In an age when all of us are concerned about preparing students for college and work readiness--which I do not consider to be different preparations, by the way--I consider it a wise move to support methods other than the status quo. I note the concept of the Little Rock Urban Prep School does not forego the status quo just for the sake of doing so.

The organizing group has researched the efficacy of such a school and makes a convincing case for the proposed school to educate males in a setting that has impressive promises of success. I urge your full support in finalizing the planning grant for the Little Rock Urban Prep School.

Sincerely,

A handwritten signature in cursive script that reads "Joyce Elliott".
Joyce Elliott
Senate Majority Leader
District 33

JE:sl

HENRY "HANK" WILKINS, IV
ASSISTANT PRO TEMPORE

SENATOR
5TH DISTRICT
OFFICE: 870-536-6366

717 WEST 2ND AVENUE
PINE BLUFF, ARKANSAS 71601-4001



**THE SENATE
STATE OF ARKANSAS**

CHAIRMAN:
LEGISLATIVE COUNCIL
VICE-CHAIRMAN:
INSURANCE & COMMERCE
MEMBER:
JOINT BUDGET
JOINT AUDIT
EFFICIENCY
CHILDREN & YOUTH
JUDICIARY

October 16, 2009

Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

TO WHOM IT MAY CONCERN:

I am pleased to learn the Little Rock Urban Prep School has received preliminary approval for a planning grant. As Jackie Jackson and others move ahead to make this school a reality, please know they have my complete support.

At a time when many parents are concerned with preparing students for college and work readiness, it is a wise investment to support methods other than the status quo. The Little Rock Urban Prep School is a fantastic concept focused on educating males in a setting that has impressive promises of success.

I urge your full support in finalizing the planning grant for the Little Rock Urban Prep School. If I can provide additional information in this endeavor, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Henry 'Hank' Wilkins, IV".

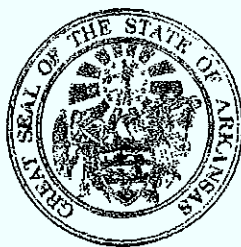
Henry "Hank" Wilkins, IV
Assistant Pro Tempore
District 5

HW:sl:ty

KIM HENDREN
SENATE MINORITY WHIP

SENATOR
9TH DISTRICT
OFFICE 479-787-6500 - EXT. 11

1501 HWY. 72 SOUTHEAST
GRAVETTE, ARKANSAS 72736-9438



THE SENATE
STATE OF ARKANSAS

MEMBER:
JOINT BUDGET
LEGISLATIVE AUDIT
LEGISLATIVE COUNCIL
CITY, COUNTY, LOCAL AFFAIRS
JOINT ENERGY
JUDICIARY
RULES, RESOLUTIONS & MEMORIALS

June 4, 2009

Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1019

Re: Boys Charter School by Little Rock Urban Prep

Board Members,

I am told that this group has received preliminary approval for a Planning Grant for this project in the Little Rock area.

This is an effort that I have followed and have observed community support during an evening meeting in downtown Little Rock. Jackie Jackson has impressed me with her keen desire to improve the education opportunities of young minority boys – and we should try this approach!

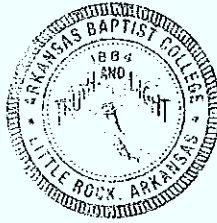
As we near the end of the de-segregation era in central Arkansas, this is an excellent project to reach youngsters who need a better chance at a good education.

Please help move this along.

Very truly yours,

A handwritten signature in black ink, appearing to read "Kim D. Hendren", written over a horizontal line.

Kim D. Hendren



ARKANSAS BAPTIST COLLEGE

OFFICE OF THE PRESIDENT

Fitzgerald Hill, Ed.D.

June 10, 2009

Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1019

Re: Boys Public Charter School
"Urban Collegiate Public Charter for Young Men"

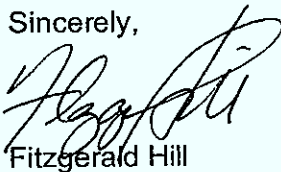
To Whom It May Concern:

This letter serves as a supporting document for the new proposed Boys Public Charter School (Urban Collegiate Public Charter for Young Men). I am in full support of the vision, mission and intended value of this academic institution.

To address the specific issues surrounding the low academic achievements of young men, I fully support a secondary education institution that has a specific mission to deal with this specific problem. Of course, I understand there are other ways to deal with this social problem. Nevertheless, I am in full support of outlining an academic curriculum and classroom structure that will not only raise the expectations of the young men that enroll in this school but also hold them accountable in achieving the desired achievable outcomes prescribed by the proposed Little Rock Urban Prep Charter School.

I could write a thesis on this topic but should you like to discuss this further, please feel free to reach out to me at 501-370-4000. Your sincere consideration in approving this request will be of great benefit to those in need of what this institution will offer.

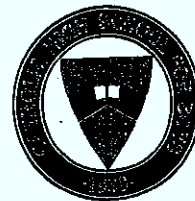
Sincerely,



Fitzgerald Hill

Catholic High School For Boys

6300 Fr. Tribou Street, Little Rock, Arkansas 72205 (501) 664-3939 Fax (501) 664-6549



October 27, 2009

Dear Mrs. Jackson,

It was a pleasure meeting with you and discussing plans for the new Urban Collegiate School for Young Men. Of course, I have a deep belief in the benefits of single-sex education and believe that the model you are creating will have a lasting impact on the community.

Catholic High School has been successful for more than 80 years because of a variety of characteristics, but the fact that we *specialize* in teenage boys is among the top reasons for that success. Like doctors, lawyers, and other professionals, teachers who specialize in certain types of education often have the most profound impact. Your model of a K-8 school designed for boys will provide an atmosphere that is rooted in high expectations and void of the usual distractions and allow for growth for even the most at-risk boys.

I'm a firm believer that environment is one of the greatest determinants of success for a child. I also believe that creating an environment where boys are challenged mentally, academically, and physically provides the foundation for boys to become men. It's not an easy process, but it's certainly a worthwhile one. Best of luck with the work ahead of you. Please let me know if I can be of assistance in any way.

Sincerely,

A handwritten signature in cursive script that reads "Steve Straessle".

Steve Straessle
Principal



June 9, 2009

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

RE: Mrs. Jackie Jackson / The College Prep Public Charter School

Dear Sir/Madam:

It is my pleasure to add my support to the efforts of Mrs. Jackie Jackson as she seeks authorization from the Arkansas Department of Education to open The College Prep Public Charter School.

Mrs. Jackson has served for the past two (2) years as a member of the eStem Elementary Public Charter School Board of Directors, where she has been a valuable member of the eStem family.

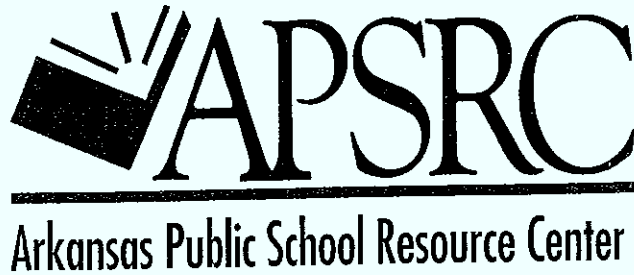
There is no doubt in my mind regarding Mrs. Jackson's ability to provide the leadership necessary to successfully open The College Prep Public Charter School. During her tenure on our Board of Directors she has clearly shown the initiative, stamina, and intellect necessary to accomplish her professional goals. Mrs. Jackson's personal characteristics; such as patience, leadership potential, emotional stability, and her ability to work independently and with others will enable her to realize her dream of opening an open enrollment public charter school.

Again, I am pleased to be able to lend my support to Mrs. Jackson.

Sincerely,

A handwritten signature in black ink, appearing to read 'RG Brooks', written over a horizontal line.

RG Brooks
Chief Executive Officer
eStem Public Charter Schools
200 S. Commerce, Suite 225
Little Rock, AR 72201



Arkansas Public School Resource Center
1401 West Capitol
Little Rock, AR 72201

8 June 2009

Mary Ann Brown
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Dr. Brown,

Little Rock Urban Prep Public Charter School for Young Men is an exciting and innovative K-8 model that will change students' lives, and the Arkansas Public School Resource Center fully supports this groundbreaking model that will allow Little Rock's most at-risk youth to thrive.

Community support for public charter schools in Central Arkansas is extremely high. Parents want a choice in their child's education which is shown time and time again each year as Arkansas charters have to place students on waiting lists to attend the schools. Little Rock Urban Prep Public Charter School for Young Men is an important and valuable education option for the families and communities of Central Arkansas.

The Little Rock community has always placed a special emphasis and interest in educating at-risk youth which certain demographics show is very high among young males. The Little Rock Urban Prep Public Charter School's mission and purpose is to not only give these students a quality education, but it will help them transform and grow into community leaders.

The Arkansas Public School Resource Center supports the Little Rock Urban Prep Public Charter School for Young Men and asks that you do the same.

Sincerely,

Scott Smith
APSRC Executive Director



October 22, 2009

To Whom It May Concern:

I serve as the Youth Pastor here at St. Mark Baptist Church, and I had the opportunity to both see and hear the proposed layout of the All Male Charter School.

After the presentation by Mr. & Mrs. Jackson, both Bishop Arnold and I stand in full support of their efforts for this venture.

Your Servant,

A handwritten signature in black ink, appearing to read "Nate Stewart".

Pastor "Big Nate" Stewart
Youth Pastor

Bishop Steven M. Arnold
Senior Pastor



June 4, 2009

To Whom It May Concern

It is my privilege, as Senior Pastor of Gaines Street Missionary Baptist Church, to offer support for The Little Rock Urban Prep School. I consider it very refreshing to receive news of positive action being taken by those who are concerned about bridging the education gap for so many distressed youth in our community.

We, the Senior Pastor, officers, and members of Gaines Street Baptist Church are willing to offer support for the school in any way possible!

If you have further questions or concerns, you may reach me via email at jbminix@yahoo.com or contact me at the church office.

His Humble Servant

J. Barrington Minix, Sr.

Senior Pastor- Gaines Street Missionary Baptist Church



The Antioch Full Gospel Baptist Church
Bishop Kenneth L. Robinson, Sr. – Pastor
3842 Antioch Blvd. – Physical Address
P.O. Box 411 – Mailing Address
College Station, AR 72053
501-490-0843 – Office 501-490.2342 – Fax
antiochfgbc@sbcglobal.net - Email

October 8, 2009

To Whom It May Concern

It is my privilege, as Senior Pastor of the Antioch Full Gospel Baptist Church, to offer support for The Little Rock Urban Prep School, I consider it very refreshing to receive news of positive action being taken by those who are concerned about bridging the education gap for so many distressed youth in our community.

We, the Senior Pastor, officers, and members of Antioch Full Gospel Baptist Church are willing to offer support for the school in any way possible!

If you have further questions or concerns, you may reach me via email at: antiochfgbc@sbcglobal.net or contact me at the church office at 501-490-0843.

His Humble Servant
Bishop Kenneth L. Robinson, Sr. – Pastor
Antioch Full Gospel Baptist Church



9900 Geyer Springs Rd
Little Rock, AR 72209

Ph: 501-565-2092
Fax: 501-565-2929
lbclongley@sbcglobal.net

Dwight D. Townsend, Sr
Senior Pastor

John Hannon
Chairman of Deacon Ministry

Ethel Armstrong
Chairman of Trustees

Cynthia Pumphrey
Administrative Assistant

October 20, 2009

To whom it may concern

We the Senior Pastor, Deacons and members of the Longley Baptist Church yield ourselves in support of the Urban Collegiate Public Charter School and welcome the opportunity to support its educational endeavors for this great city.

Certainly there is a need for schools of such caliber to serve our community and world. We pray that you receive this letter in the spirit of which it is written.

If you should have any further questions, please contact our office @ (501) 565-2092.

Thank you very kindly

Committed to the Call

Dwight D. Townsend Sr. Pastor



**Fellowship Missionary
Baptist Church**

2221 South Broadway • Little Rock, AR 72206
501-375-4384

Larry D. Johnson, Pastor

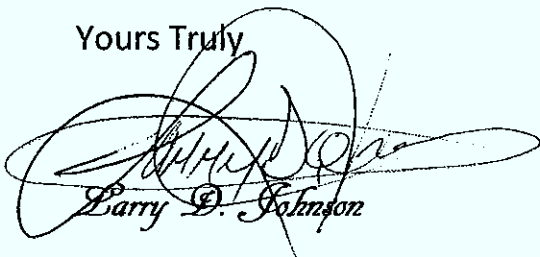
August 25, 2009

RE: Supporter of Urban Collegiate Public Charter

To whom it concerns:

I am in full support of a Public Charter School (UPCP) that's designed primarily to meet the needs of the young men in the Little Rock and surrounding areas. I personally see this as a major link that will help connect our young men to a prosperous and more meaningful future. I seriously think this will benefit the city at large. The more young men we can keep off the street the better off our city will be. I also believe with a school of this caliber, that our young men will realize that it's okay to be smart and intelligent. I also believe it will help them realize there is better way.

Yours Truly



Larry D. Johnson

Mainstream



300 South Rodney Parham, #5
Little Rock, Arkansas 72205
www.mainstreamilrc.com

Phone: (501) 280-0012, Voice
(501) 280-9262, TDD
(501) 280-9267, FAX

June 4, 2009

RE: Letter of Support for Little Rock Urban Prep

To Whom It May Concern:

Mainstream is a non-profit, non-residential, consumer-driven, independent living resource center for persons with disabilities in central Arkansas. Mainstream offers our support and technical assistance to the Little Rock Urban Prep in the establishment and development of their curriculum. Little Rock Urban Prep will be a vital resource to low and moderate-income families. The school will offer opportunities in an environment that will allow their children to excel both educationally as well as mentally. This type of educational experience is very important to learning in today's society. There are far too many minority and economically depressed young males who do not complete high school. Little Rock Urban Prep has a plan that will offer them a chance for success on the educational playing field of life.

Mainstream hopes that your Committee acts favorably upon Little Rock Urban Prep's request to establish an innovated Charter School. The proposed school will equip young people with the tools they need to become productive members of society.

If you have questions, please do not hesitate to contact me at (501) 280-0012, ext. #15.

Sincerely,

Rita Byers
Executive Director

Central Arkansas Disability Service Inc.
201 W. Broadway Ste. M North Little Rock, AR 72114

Date: June 10, 2009

Arkansas Department of Education
#4 Capitol Mall
Little Rock AR 72204-1019

Re: Urban Collegiate Public Charter (UCPC) School for Young Men

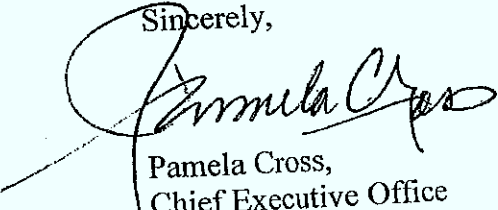
Dear Sir/Madame:

It is my pleasure to write a letter of support for the proposal Charter School Little Rock Urban Prep. Mrs. Jackson has proven to the community through her hard work and dedication toward education by bridging the gap for countless young males who are lost between the cracks within the education system.

Mrs. Jackson has shown to the community her ability to provide the leadership necessary to successfully open The Little Rock Urban Prep Charter School. We at Central Arkansas Disability Service (CADS) are willing to assist Mrs. Jackson in anyway possible to make this Charter School a part of this Community.

Should you have further questions or concerns feel free to contact me via email pcross@windstream.net or contact me at the office of CADS 501/537-1080.

Sincerely,



Pamela Cross,
Chief Executive Office
Central Arkansas Disability Service Inc
201 W. Broadway Ste M
North Little Rock, AR. 72114
501/537-1080 or Fax 501/537-1082

Jackie Jackson

From: Russell Oaks [roaks@aristotle.net]
Sent: Monday, June 01, 2009 12:26 PM
To: 'Jackie Jackson'
Subject: FW: Support for Boys School

From: Russell Oaks [mailto:roaks@aristotle.net]
Sent: Monday, June 01, 2009 12:24 PM
To: 'Jackie Jackson'; 'Russell Oaks'
Subject: Support for Boys School

Oaks Brothers, Inc.

#2 East Skyline Drive • Greenbrier, AR 72058 • 501-679-5554

To the Arkansas Department of Education:

My name is Russell Oaks and I support the ideal of a College Prep Charter School for Young Men in Central Arkansas. I have experienced the void in young men due to the lack of leadership and mentoring by elder men. This is a real problem in Little Rock due to single moms raising boys without a father. I know this to well because I have volunteered as a mentor for Big Brothers Big Sisters for 6yrs now. A positive male remodel is a hard trait to find in today's society.

Little Rock needs a school to support the young men in a positive way. All young men should have this opportunity through a public school. Please allow Mrs. Jackson to fulfill this dream for young men in Central Arkansas.

Thank You,
Russell Oaks VP

(ONLINE SUPPORT PETITION)

ID NAME EMAIL COMMENTS PUBLIC 1 "Don J Marshall" donjmar@yahoo.com "Good luck on your school!" 1 2 "Shauna Conic" shauna.conic@att.net 1 3 "Ann Hoy" annbhoy@gmail.com "I very much support the LRUCPCSYM. I believe in what the school stands for and what it can do for the young men in Little Rock." 1 4 "Shonna Brown" mssdb72103@yahoo.com 1 5 "Emma McCoy" mm_mccoy@yahoo.com 1 6 "Doris Smith" dsmith72204@yahoo.com "God Bless You as you and your staff strive to put a high achievement school of education in place for our young boys who will be global leaders." 1 7 "Heather Johnson" hrtjohnson@sbcglobal.net 0 8 "Jackie Jackson" jackson.jackie15@yahoo.com "Please email this petition to everyone you can! Thanks" 1 9 "Patrick M. Oliver" info@speakloudly.com 1 10 "Terry Jackson" tljackson1511@sbcglobal.net "This is a good thing. Our young men needs this." 1 11 "Nicole Martin" neschka32@yahoo.com 1 12 "Pamela Cross" Pcross@windstream.net "WOW!! This is awesome news I am so glad that we are taking a stand toward helping our young men to close the acheivement gap. It is great to know that we will have a school that will empower and equip the upcoming leaders of America our young men. Bring it on!!!LR Urban Collegiate Public Charter School." 1 13 "Katrina Jones" jones.katrina1593@sbcglobal.net 1 14 brandie bpeach1980@yahoo.com 0 15 "Robert Lewis" rob1080@windstream.net "I think that this is a very good idea, because it just might redirect their focus to the real issues that are about to affect their lives." 1 16 "carla estus" trinitytravels@live.com 1 17 "Monique Parker" raykale22@yahoo.com "I am very happy that we will have a school for our Young Men in Little Rock. I think that it is good that they are going to work with them to be prepared for life. Again Thanks" 1 18 "Vicki Saviers" vsaviers@aol.com 1 19 "Malcolm A. Simmons" ssimmas@aol.com "Viable altenatives to current public education offerings are needed. Much success in your endeavor." 1 20 "Terri Johnson" territwin1295@aol.com 1 21 "Tamara Thomas" tlmthomas@sbcglobal.net 0 22 "Brian Fuller" brianafuller@comcast.net "I think this is a great concept. We need to put these young men on the right track to success." 1 23 "cody burns" codyburns@netzero.net "I have two young boys that I would love to be in a school for young men that will help them in academic success" 1 24 "Jackie Johnson" jyjohnson@pulaskitech.edu "I think this is certainly something that is needed, and I support it whole heartedly." 1 25 "Daniel Marks" dmarks82@hotmail.com "The organization and the young men it serves have my full support." 1 26 "Virginia Walden Ford" gfwalden@aol.com 1 27 "tameka fuller" tameka.bryant@excite.com 1 28 "symphany williams" sympha28@comcast.net 0 29 "Fatinah Epps" fatinah@att.net 1 30 "Carrie M. Young" Carryou5@aol.com 1 31 "Sydney Macfoy" sydneymacfoy@yahoo.com 0 32 "Saton Hodges" satorih06@yahoo.com 1 33 "Markeitha Guilliam" mgilliam62@yahoo.com 1 34 "Zambia Ford" ferdzambia@yahoo.com 1 35 "Margaret Wilson" mathchamp@hotmail.com 1 36 "Avion Furr" lil_shod_2009@yahoo.com 1 37 "Margaret Wells" mizzwells1@sbcglobal.net 1 38 "Steven Credit Sr." Accballer@comcast.net 1 39 "Roger Barnes" rbarns1906@yahoo.com 1 40 "Karen Laing" pcbykaren@gmail.com 1 41 "Moishe A. Childress" bromoishe@yahoo.com 1 42 "Marquita Duff" marquita21@yahoo.com 1 43 "Lanaie Mani" lanae.Mami@yahoo.com 1 44 "William Swartz" wvls@yahoo.com 1 45 "Corey Peters" cdpeters1@tmo-blackberry.net 1 46 "Kenneth Fletcher" kennethlavell@yahoo.com 1 47 "Kenya Jones" kenyanorwood@y-mail.com 1 48 "Demease Franklin" dfranklin85@att.net 1 49 "Makeba Jason" makebajason@yahoo.com 1 50 "Shannon Farmer" sfarmer03@hotmail.com 1 51 "Cassandra Jones" jonescassandra17@yahoo.com 1 52 "Vincent Acklin" vacklin@yahoo.com "Great idea and MUCH NEEDED" 0 53 "Darren Colling" darrensollins925@live.com 1 54 "Willie Akins" akins.willie@yahoo.com "I support having a school for boys" 1 55 "LeCassion Darby" lepassiondarby@yahoo.com "This is much needed." 1 56 "RC Wright" rc.wright@sbcglobal.net 1 57 "Damion Beasley" damian_beasley@yahoo.com 1 58 "autriana Brown" autriana_brown@yahoo.com "Thanks for doing this for the boys" 1 59 "Jeff Hill" jhill004@yahoo.com 1 60 "Kamiah Turner" klturner22@yahoo.com 1 61 "Laqtonya Fox" idfox@arkbluecross.com 1 62 "Reda Medley" redasmedley73@hotmail.com 1 63 "Justin Fletcher" jayarron@yahoo.com 1 64 "Candace Bankston" kamyarachelraven@yahoo.com "I support having this for the boys" 1 65 "Demeterius Heywood" liveanddirecttv@hotmail.com 1 66 "Walter Wilkerson" lildinky88@yahoo.com 1 67 "Sherard Brown" sb-is-candyman@yahoo.com 1 68 "Orin Tolbert" orintolbert@yahoo.com 1 69 "Misty Wilson" mmwilson36@yahoo.com 1 70 "Constance Simmons"

spoiledbrat32200@yahoo.com 1 71 "Linder Conley" linderconley@aol.com 1 72 "Raymona Ellison"
 monaltcare@comcast.net 1 73 "Marissa Frarrs" deerotahsmom@yahoo.com 1 74 "Rich Gann"
 ganndaman20@yahoo.com 1 75 "Phillis E. Sanders" p-sanders@att.net 1 76 "Delandon Grilnam"
 gspotlyamrsg2006@yahoo.com 1 77 "Bruce Davis" davis1011@yahoo.com 1 78 "Jay McComb"
 jmccomb@yahoo.com 1 79 "LaTasha Sperd" latashasperd@att.net 1 80 "Alison Keyes"
 alisonlittlerock@aol.com "I support having an all boys charter school in little rock" 1 81 "Quanna Allen"
 allenquanna@yahoo.com 1 82 "George Thomas" gm57th@yahoo.com 1 83 "Reginald Piof"
 carlos2corbin@yahoo.com 1 84 "Myia Woods" myiawoods@ymail.com 1 85 "Linda Faye Pruitt"
 kittenpooh61@netzero.com 1 86 "Linda Faye Pruitt" kittenpooh61@yahoo.com 1 87 "Taylor Compton"
 tlctaylor@sbcglobal.net 1 88 "Najiyyah Hamidullah" najiyyah52@aol.com "I want to show support" 1
 89 "Brittany Coleman" brittneyshavonnell@yahoo.com 1 90 "Joshua Starks" jsh_starks@yahoo.com 1
 91 "Armenthia McClelland" armenthia28@yahoo.com 1 92 "Erica Sprouse" sprouseed@archildrens.org
 1 93 "Alisia Session" alisia.session@yahoo.com 1 94 "Ricky Cook" rcluone@yahoo.com 1 95 "Deanne
 Burns" shadyluv_18@yahoo.com 1 96 "Feleke Ross" f87music@aol.com 1 97 "Karla Meier"
 karla_meier@hotmail.com 1 98 "Luberta Colley" lacolley@comcast.net 1 99 "Erika Smith"
 erikasmith072003@yahoo.com 1 100 "Sheiondra Hawkins" shelondrahawkins@yahoo.com "I support
 the development of the young men" 1 101 "Jay Hayes" vonapgckkyone@att.net 1 102 "Annette Hawkins"
 hawkins.annette@uams.com 1 103 "Michael Preston" ma23jordan@hotmail.com 0 104 "Nikisa
 Edwards" nikisaedwards@yahoo.com 1 105 "Almarie Anderson" duba48@sbcglobal.net 1 106
 "Lashonda Harris" missgalmore03@yahoo.com 1 107 "Dorothy Townsend" lostinlocation@yahoo.com
 1 108 "Anthony Guerra" apjoker@yahoo.com 1 109 "Alondria Scott" alondria_scott@yahoo.com 1 110
 "Shannon Smith" Sshystels@yahoo.com "Young men need this in Little Rock" 1 111 "Rebecca Fry"
 rifry96@yahoo.com 1 112 "April Hagins" april.hagins@yahoo.com 1 113 "Louis Turner Jr."
 mr.swagger2008@yahoo.com 1 114 "Jasmine Williams" williams.jasmine1989@yahoo.com 1 115
 "Angela Dickerson" mz.thickalicious_08@yahoo.com 1 116 "Vallerie Hunter" vhunter@hotmail.com 1
 117 "Keith Barnes" kccbarnes@sbcglobal.net 1 118 "Robbie Johnson" dan.johnson2@comcast.net 1
 119 "Tamara Morgan" t_lmorgan@yahoo.com 1 120 "Shannon Williams" shan2ted@hotmail.com 1 121
 "Kimberly Robinson" melodious_rose@hotmail.com 1 122 "Shawn Campbell" vilisqrz206@yahoo.com
 1 123 "Lori Wilkerson" shanaparks@ymail.com "I support the development of the young men in little
 rock" 1 124 "Cammie Matthews" cammie_matthews@yahoo.com 1 125 "MARY ANN SCOTT"
 maryannscott@hotmail.com "Little Rock is an ideal city for an institution of this nature." 1 126 "Tony
 Austin" tkaustin-01@yahoo.com "We really need this in Little Rock." 1 127 "Angelia Johnson"
 misunderstoodvixen@yahoo.com "Hope this school really happens." 1 128 "Stephen David" step-d-
 501@yahoo.com "We need this in Little Rock" 1 129 "Isis Ivory" isisivory@yahoo.com 1 130 "Lydia
 Melena" lydmelena@yahoo.com 1 131 "Wauhemma Terry" keemazfine2001@yahoo.com 1 132
 "Selandria Jackson" selandria@aol.com "I think the urban community needs a school like this to assist
 in the turn around of crime in inner city neighborhoods." 1 133 "Cristil Rycraw" crisland2@aol.com 1
 134 "Melanie Henry" melanie188@centurytel.net "Good luck to all the boys at will attend Little Rock
 Urban Collegiate Public Charter. This school is such a need in Little Rock for the Boys, what a
 blessing." 1 135 "J. Barrington Minix, Sr." jbminix@yahoo.com 1 136 "Bryan Stewart"
 blevel@clubhollywood.net 1 137 "Wynette Thomas" katherinecarson2@comcast.net 1 138 "Cathy
 Parker" cathyarker982@hotmail.com 1 139 "Thurston Rubin" thurstonribinr@hotmail.com 1 140
 "Andrea Rubin" arubin1004@comcast.net 1 141 "Roosevelt Lee" roosevelt-lee@utc.edu 1 142 "Pamela
 Kelley" p.kelley@bop.gov 1 143 "Anthony Kelley" akelley5pimp@yahoo.com 1 144 "Larry Clark"
 l_bc1239@yahoo.com 1 145 faquanharris@yahoo.com 1 146 "Kordarrell Brewer" lcoakley@yahoo.com
 1 147 "John Brooks" johnb_smoove@yahoo.com 1 148 "Montinique Gillespie"
 mgillespie1989@gmail.com 1 149 "Roy Phillips" phily050@bellsouth.net 1 150 "Steve Phillips"
 sphillips0107@yahoo.com 1 151 "Yolanda Porch" yolanda_porch@sbcglobal.net 1 152 "Tracie Bracy"
 39one@yahoo.com 1 153 "Roy Conway" rconway74@yahoo.com 1 154 "Harold Walls"
 hwalls02@sbcglobal.net 1 155 "Harold Walls Jr." hbw8771@sbcglobal.net 1 156 "Markiel White"
 markiel.white@yahoo.com 1 157 "Ebony Morgan" ebony655@yahoo.com 1 158 "LaShundra White"

ms.lashundra@yahoo.com 1 159 "Larry Gaines" lgaines@gmail.com 1 160 "Chise Miller"
 chrise.miller@yahoo.com 1 161 "Tangie Jones" tangiesmith@att.net 1 162 "Sandra Davis"
 mssan67@aol.com 1 163 "Bryant Davis" squaredelkd@aol.com 1 164 "Sharla Smith"
 smith_sharla@sbcglobal.net 1 165 "Satira Stewart" satistewart@yahoo.com 1 166 "Pastor Larry D.
 Johnson" LdarnellJ@aol.com "I am really excited and looking forward to the Charter School." 1 167
 "Tolise Henson" hensontolisem@uams.edu 1 168 "Gwen Mayo Brown"
 mayobrowngwendolyn@uams.edu 1 169 "Willie Womack" womackwillieg@uams.edu 1 170 "Ashley
 & Rickey Milton" aomorton@yahoo.com 1 171 "Susie Matheny" smatheny@littlerock.org 0 172
 "Shawn Rycraw, Sr." cjquality@sbcglobal.net 1 173 "Felicia McIntosh" felicia.mcintosh@comcast.net 1
 174 "Desiree Griffin" Desiree.Griffin@arkansas.gov 1 175 "India Ledbetter" india72211@yahoo.com 0
 176 "Yolanda Wilkerson" paralegal31@yahoo.com 1 177 "Judy L Thompson" judy.thompson@att.net
 "I think this would be a great school! It is much needed not only in our community, but around the
 United States. Our young men have lost the true directions of life and making a life." 1 178 "Mildred
 Hamilton" hamiltonmildred@sbcglobal.net 0 179 "Angie Clingmon" ur4sure@att.net 1 180 "Aaron
 Slater" slater026@comcast.net 1 181 "Glenn King" gking@littlerock.org 1 182 "Stephanie Berthia"
 sdbertha@ualr.edu 1 183 "Steve Smith" stevesmith5596@yahoo.com 1 184 "Shauntay Smith"
 shawntaysmith@live.com 1 185 "Aline Brown" msab@bellsouth.net 1 186 "Daphne Love"
 dlove@stvincenthealth.com 1 187 smnails2003@yahoo.com 1 188 "Zaida McKenzie"
 sm2nails2003@yahoo.com 1 189 "Kendaris Hill" kendaris@uoregan.edu 1 190 "Alsera S. Hayes"
 hayesmatie@aol.com 1 191 "Stephanie Woodly" henrywilliams@yahoo.com 1 192 "Tammie Silas"
 tjsilas@ualr.edu 1 193 "Barbara Ellis" b9ellis@yahoo.com 1 194 "Jennifer Carthron"
 gingin501@comcast.net 1 195 "Linda Tuney" ldtny@yahoo.com 1 196 "Yolanda Robinson"
 yolanda.robinson@arkansas.gov 1 197 "Tonia Alexander" tn_lxndr@hotmail.com 1 198 "Shanequa
 White" shanequatabron@yahoo.com 1 199 "Sharon Nims" sharonnims@att.net 1 200 "Mark Persley"
 cocoterryb@yahoo.com 1 201 "Tanya Fitzgerald" tanya.fitzgerald@fela.hhs.gov 1 202 "Kimilli Young"
 kimmiliyoung@hotmail.com 1 203 "Kendall Johnson" johnson_199@comcast.net 1 204 "Jacoby Davis"
 jacobyd.davis@yahoo.com 1 205 "Mechilli Spears" mechille2001@yahoo.com 1 206 "Danetta collins"
 danetta_collins@yahoo.com 1 207 "Rhonda Young" rrochelle2000@yahoo.com 1 208 "Nicole Lashfod"
 nicholelashfod@yahoo.com 1 209 "Amanda Key" trinitinicole@yahoo.com 1 210 "Sharra Jones"
 21jones@hotmail.com 1 211 "Tameka Dukes" tamekadukes@sbcglobal.net 1 212 "Katrina Lewis"
 kannysi@ymail.com 1 213 "Symone Jackson" sjacksonsl@student.gsa.edu 1 214 "Valeria Williams"
 cucuyop@yahoo.com 1 215 "Denise Parker" deniseparker76@pulaskitech.edu 1 216 "Latonya Harris"
 lpharris@ualr.edu 1 217 "Candice Wilson" mookie322000@yahoo.com 1 218 "Patricia Sullivan"
 xoxxtrishxxox@aol.com 0 219 "libbie holland" libbielou@yahoo.com 1 220 "Denice Taylor"
 poormansgirl@yahoo.com 1 221 "LACORA JOHNSON" lacora.johnson@yahoo.com 1 222 "Tina
 smith" tinaandbrad@gmail.com "please pass this charter school" 1 223 "deanna dorrough"
 dmdorrough@att.net 1 224 "gwen wooten" gfwooten@aristotle.net 1 225 "lauren dabous"
 lauren.dabous@yahoo.com 1 226 "lisa dabous" lisaelite04@sbcglobal.net 1 227 "Nichole Matthews"
 nmatthews2006@yahoo.com 1 228 "John Denney" j_denney912@yahoo.com 1 229 "Shirley Jones"
 ms_shirleydjones@yahoo.com 1 230 "Lisa Holladay" worldscutestvampire@gmail.com 1 231 "Victoria
 Denney" victoriasdenney@hotmail.com 1 232 "Frank Butler" fbutler350@comcast.net 1 233 "Rachel
 Dye" grampus.stalker@gmail.com 1 234 "Troy Butcher" tsdbutcher01@aol.com 1 235 "Andrew
 Woodard" woody454ss@yahoo.com 1 236 "Carol Draper" carold540@aol.com 1 237 "Carrie Draper"
 phate28@aol.com 1 238 "Gale Peresko" mgr6677@hotmail.com 1 239 "Joe D. Palmer"
 palmwalt@sbcglobal.net "please passs this school" 1 240 "sheryl jones" sheryljones@hotmail.com 1
 241 "Renada Robinson" renada.robinson@gmail.com 1 242 "janice williams" dianedottydi@yahoo.com
 0 243 "jennifer sanders" indo_gidget@hotmail.com 1 244 "Pam Johnson" pamela@att.net 1 245 "Carlos
 Albert" calbert37@yahoo.com 1 246 "Edgar Whitley" dgr-whitley@yahoo.com 1 247 "Zena Renee
 Green" zrgreen6263@hotmail.com 1 248 "Tracy Clay" purplenail3@yahoo.com 1 249 "Shawn Jones"
 syjones@ualr.edu 1 250 "Natalie Benjamin" natalex@gmail.com 1 251 "Kenya Brevard"
 kenyabrevard@yahoo.com 1 252 "Solonia Cooper" solonica.cooper@sbcglobal.net 1 253 "Jerryline M.

Hill" jayline48@hotmail.com 1 254 "Tosha Hall" trhall327@hotmail.com 1 255 "Tanisha Robinson" bettyldanberry@aol.com 1 256 "Latoria Brown" latoriabrown63@yahoo.com 1 257 "Lasonja Moseley" robsbabylookgirl@yahoo.com 1 258 "Annette Johnson" jmone7@aol.com 1 259 "Phillis Hodges" carousel513@att.net 1 260 "Christina Pittman" chris.pittman06@gmail.com 1 261 "Alecia Hunter" macale24@yahoo.com 1 262 "Lillian Porch" lillian.porch@yahoo.com 1 263 "Connee Cogshell" ccogshell@sbcglobal.net 1 264 "Annette Johnson" adjohnson51@sbcglobal.net 1 265 "Melissa Garrett" msmgarrett1@aol.com 1 266 "Kris Deaton" krisdeaton@msn.com 1 267 "Tony Boles" nevanomo@hotmail.com 1 268 "Alma Hilliard" alma.hilliard@att.net 1 269 "Marcie Trice" marcie.trice@gmail.com 1 270 "Rose Wright" rosewright7831@sbcglobal.net 1 271 "Aliysia Madden" amadden@philander.edu 1 272 "Deveta Merouther" dmerouther@earthlink.net 1 273 "Linda Cooper" lcoop12@sbcglobal.net 1 274 "Beatrice Reed" reed1200@sbcglobal.net 1 275 "Kadetra Green" egreen621@comcast.net 1 276 "Edwin Harris" elharris2@ualr.edu 1 277 "Monique Nathan" monique_nathan@yahoo.com 1 278 "Latricia Stubbs" latrecia@gmail.com 1 279 "Dorothy Bledsoe" dorthybledsoe@yahoo.com 1 280 "Phillis Smith" psmith@onebanc.com 1 281 "Sherly Ferguson" missf333@att.net 1 282 "Jheon Norvell" jheonmicheal@peoplepc.com 1 283 "Renita Johnson" rgjohnson@aegonusa.com 1 284 "Katy Boones" kbr@sbcglobal.net 1 285 "Donna Parker" miss.d123@sbcglobal.net 1 286 "Traci Brown" tlloyd313@yahoo.com 1 287 "Kim Lathum" klathum@orthoarkansas.com 1 288 "Gerry Stewart" stewart_gerry@yahoo.com 1 289 "Linda D. Harrison" lindadharrison@yahoo.com 1 290 "Cheri Palmer" cjlw5814@netscape.net 1 291 "Pastor Rickey H. Hicks" hickslawoffice@yahoo.com "We need to come together as a community and help with this project." 1 292 "Lesia Dotch" lesiadotch@yahoo.com 1 293 "Ann Hinton" abhinton@littlerock.org 1 294 "Xavier Wymes" xavier.wymes@yahoo.com 1 295 "Rev. Albert Duncan" albert.duncan@verizonwireless.com 1 296 "Johnathan Hill" hall_drummerboy@yahoo.com 1 297 "Jasmine McDade" jasmine_mcdade@yahoo.com 1 298 "Shundreka Lewis" shundreka@comcast.net 1 299 "Elizabeth Vaughn" tha_vaghns@yahoo.com 1 300 "Ryan Barnes" rbmediasolutions@gmail.com 1 301 "Frances Richardson" richardsoncf@sbcglobal.net 1 302 "Deborah Butler Allen" allen2122@sbcglobal.net 1 303 "Alan Tate" tate-alan@hotmail.com 1 304 "Larry Wade Jr." keenanchamp@yahoo.com 1 305 "Sherryl Thompson" lavise@sbcglobal.net 1 306 "Sharon Bennett" rsbennett5558@att.net 1 307 "Terry Watson" ttwatson@aol.com 1 308 "Tangie Montgomery" montgomerytaniel@uams.edu 1 309 "Sharon Crosby" scrosby1920@hotmail.com 1 310 "Kristie Hicks" edric6900@yahoo.com 1 311 "Shaneria Williams" lovapink07@yahoo.com 1 312 "Janee Robinson" eriejanee@aol.com 1 313 "Flurence Hymes" fahymes40@yahoo.com 1 314 "Tina Cooper" jalyric0309@msn.com 1 315 "Tiawanna Johnson" savedcrazy@att.net 1 316 "Malon Doo" basseydawig@att.net 1 317 "Janice Garry" janicedimple@aol.com 1 318 "Rosalind Washington" rosalind.washington@verizonwireless.com 1 319 "Sonia Bobo" sonia.bills@yahoo.com 1 320 "Yolanda Hadley" yolanda.hadley@ar.ngb.army.mil 1 321 "Denice Quiller" quillerdenice@aol.com 1 322 "Tracye Ross" tross@littlerock.org 1 323 "Linda J. Franks" lyrics7@att.net 1 324 "Doris Clay" clayd@pgirw.com 1 325 "Andrea Mcshane" andrea.mcshane@yahoo.com 1 326 "Margaret Coleman" mcoleman@pulaskicountyassessor.net 1 327 "Nioka Smith" nbsmith0425@hotmail.com 1 328 "Rick Freeling" rfreeling@rpmrealty.com "This is a great education tool for our community. Please vote in favor for this." 1 329 "Pat C Hoy" ph3@nyu.edu 1 330 "Anindyo Sarkar" titosarkar@yahoo.com "There is an incredible need for a school focussing on getefing young men compete with the rest of the world." 1 331 "Collette Young" coyoun618@gmail.com 1 332 "Jerri Bozeman-Hill" inmysistahsroom@hotmail.com 1 333 "Wallace Montgomery, III" wallacemontgomery@hotmail.com 1 334 "Tyrone Sanders" tsanders@pulaskitech.edu 1 335 "Derrick Smith" burnstreeservice@yahoo.com 1 336 "Kevin Holloway" keholloway@students.pulaskitech.edu 1 337 "Edrin Nicholson" uapbsid2@yahoo.com 1 338 "Dr. Mahalia Hines" mh1872@sbcglobal.net 1 339 "Sheron ""Umi"" Smith" geminiumie@aol.com 1 340 "Brenda Greene" bgreene@mecicuny.edu 1

Total

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1.	Don M. Joe	tate-dan@hotmail.com	Don M. Joe
2.	Larry Wade Jr.	Keenencham@yahoo.com	Larry Wade Jr.
3.	John Allen	1417 parker st	John Allen
4.	Sherrill Thompson	lavis@sbglobal.net	Sherrill Thompson
5.	Sharon Bennett	KSbennett5558@ATT.NET	Sharon Bennett
6.	Erin Cox	Hdavis1000@aol.com	Erin Cox
7.	Shelia Butler	N/A	Shelia Butler
8.	Tangie Montgomery	MontgomeryTangie@jams.edu	Tangie Montgomery
9.	Sharon Crosby	scrosby1200@hotmail.com	Sharon Crosby
10.	Ashley Baker	N/A	Ashley Baker
11.	Joe Ann Miller		Joe Ann Miller
12.	Alice Matthews		Alice Matthews
13.	Kristie Hack	edric6900@yahoo	Kristie Hack
14.	Shareen Williams	lvapink07@yahoo.com	Shareen Williams
15.	Jane Robinson	enejane@AOL.com	Jane Robinson
16.	Florence Hynes	F.Hynes40@yahoo.com	Florence Hynes
17.	Joni Cooper	jalyric0201@msn.com	Joni Cooper
18.	Juananna Johnson	savedorazy@aol.net	Juananna Johnson
19.	Malen Doo	bassefdavis@yahoo.com	Malen Doo
20.	Deborah Bass		Deborah Bass

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1.	La Wanda Pendleton		La Wanda Pendleton
2.	Monica R Watson		Monica R Watson
3.	Sharon Hill		Sharon Hill
4.	Paul Ramirez + Deb Romes	RR Music @ ATT.NET	Paul Ramirez + Deborah Romes
5.	La Wanda Pendleton	la.wanda.pendleton@att.net	La Wanda Pendleton
6.	Tamika Keener	TKEENER@UNIVERSITY OF ARKANSAS	Tamika Keener
7.	Richard Falls	RWFalls@cs.com	Richard W. Falls
8.	Michael Thomas		Michael Thomas
9.	James Jones		James Jones
10.	Joe M. Jones		Joe M. Jones
11.	Carolyn B. Jones		Carolyn B. Jones
12.	Sharon Hill	sisheron@yahoo.com	Sharon Hill
13.	Deborah Christopher	wayndeb-christopher@yahoo.com	Deborah Christopher
14.	Teresa Brown	Brown2092@att.net	Teresa B. Brown
15.	Arthur Hall	3575 S. High On h.a	Arthur Hall
16.	Wanda Watson		Wanda Watson
17.	Wanda Watson	Wanda.Watson@arkansas.gov	Wanda Watson
18.	Wanda Watson	Wanda.Watson@arkansas.gov	Wanda Watson
19.	Wanda Watson	Wanda.Watson@arkansas.gov	Wanda Watson
20.	Darlene Jackson		Darlene Jackson

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1.	Elizabeth Shace	N/A	Elizabeth Shace
2.	Lameka Lamb	lamekalamb@yahoo.com	Lameka Lamb
3.	Catrina Jackson	jacksoncatrina@comcast.net	Catrina Jackson
4.	Brittany Kelly	brittany-kelly112@yahoo.com	Brittany Kelly
5.	Kelli Martin	koolk@comcast.net	Kelli Martin
6.	Kater Pierre	N/A	Kater Pierre
7.	Graver Cussey	Cussey-Graver@yahoo.com	Graver Cussey
8.	Emona Sims		Emona Sims
9.	Shaundoblyn Joyner	ssjoyner@jams.edu	Shaundoblyn Joyner
10.	Finley Halperin	finley@yahoocal.com	Finley Halperin
11.	Stephanie Hampton	shampton_hesmsn.com	Stephanie Hampton
12.	Rosie Hardin	3008 Romina Rd LR LA	Rosie Hardin
13.	Sheila Allen		Sheila Allen
14.	Kim Evans	Keverslm@yahoo.com	Kim Evans
15.	Valerie Garner	VL970@aristotle.net	Valerie Garner
16.	Shirley Washington	SRwash2003@yahoo.com	Shirley Washington
17.	Brooks McPherson	brooks@cdc.gov	Brooks McPherson
18.	Verona Smith	Tommy.Smith@CRSD	Verona Smith
19.	Mary Fleming	Mary.Fleming@CRSD.org	Mary Fleming
20.	Lanisha Connors	CONNORS@yano.com	Lanisha Connors

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1. Ebenezer Samuel Banks	✓ ebaney.banks29@yahoo	eny by
2. Diane Charles	✓ dicee50@aol.com	Robert Howard
3. Edna Campbell	✓ ecampbell88@aatt.net	Edna Campbell
4. Cynthia Shorter	✓ cynthia.shorter@gmail.com	
5. Charlene Shorter	✓ CharleneShorter12@aol.com	
6. Lois Clemons	✓ Lois.Clemons@Boglobal.net	L. Clemons
7. Brenda Abram	✓ BrendaAbrams@aol.net	B. Abram
8. Bobbie Owens	✓ Levitrus 7024@yahoo.com	Bobbie
9. Kg Tapha S. Owens	✓ same	
10. Barbara Johnson		Barbara Johnson
11. Everdean Daniels		Everdeen Daniels
12. Bandy Daniels		Bandy
13. Shelly Dewitt	✓ haven.6@hotmail.com	Shelly Dewitt
14. CHARLES H. LEWIS	✓ SIRCHARLES91@SBCGLOBAL.NET	Charles Lewis
15. Kenneth Williams	✓ Keelmaa1@yahoo.com	Kenneth Williams
16. Dgacan Robert Johnson	✓ Robert Johnson	
17. Shelly Kene	✓ shellykennedy@yahoo.com	Shelly Kene
18. Ashlynn Connors	✓ Connorsashlynn@yahoo.com	Ashlynn Connors
19. Kandace Baker	✓ Kandacebaker@yahoo.com	Kandace Baker
20. Leatha Hayes	✓ Leatha37@yahoo.com	Leatha Hayes

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name	Email Address	Signature
1. Kevin Hovannon	1522 Croy St L.R.	Kevin Hovannon
2. Trece Harris	1514 West 21st L.R.	Trece Harris
3. Alice Polite	705 South Oak St #4	Alice Polite
4. Karen Jones	Kawana-Carter@stoglobal.net	Karen Jones
5. Pedonia Louden	4318 W 22nd St. L.R. 72204	Pedonia Louden
6. Elizabeth Plump	9409 Maryland Cr Sherborn	Elizabeth Plump
7. Fayette Fackler	1001 West 33rd	Fayette Fackler
8. Evelyn Perry	3308 Duke St. L.R. 72011	Evelyn Perry
9. Willis Stewart	#6 Laverie Cr. L.R. 72015	Willis Stewart
10. V. Von Bryant	vonbryant@yahoo.com	V. Von Bryant
11. Kevin Duff	cgrace@arkansasonline.com	Kevin Duff
12. Tracy Grant	tracy.parker@park.edu	Tracy Grant
13. Mary Hopkins	2005 Fairpark	Mary Hopkins
14. L. Wadd	1100 1100 1100	L. Wadd
15.	fortndimensionsal@xohm.com	Lashonda Wadd
16. Stacey Newbourn	Staymonew@yahoo.com	Stacey Newbourn
17. Angela Perry	an1868265@yahoo.com	Angela Perry
18. Ruby Shepherd		Ruby Shepherd
19. Korrine Cotton		Korrine Cotton
20. Pearl Varnado	1810 Pleasant Ridge	Pearl Varnado

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name	Email Address	Signature
1. Sylvia Jackson	Sylvia J Das, K12.AR.US	Sylvia Jackson
2. Terrio Williams	43050444@aol.com	Terrio Williams
3. Sharon Amos	samos@yahoo.com	Sharon Amos
4. Doree Hampton Clifton	medbunnig@yahoo.com	Doree Hampton Clifton
5. Mary Gordon	421 Valmar St.	M.L. Gordon
6. Palestine Walker	114	Palestine Walker
7. Angela Carter	Anajac@yahoo.com	Angela Carter
8. Shameka Ford	56404617@aol.com	Shameka Ford
9. Vickie Sones	VL.Sones2711@hotmail.com	Vickie Sones
10. Monte Reynolds	3100 LZ 46 ST	Monte Reynolds
11. Marilyn Lewis	Marilyn Lewis Lib. Gov	Marilyn Lewis
12. Vera Crist	Red St	gdconnie@hotmail.com
13. Shemika Pineda	shemika.pineda@yahoo.com	Shemika Pineda
14. Jeanette Reynolds	jeanette.reynolds@yahoo.com	Jeanette Reynolds
15. Connie Gist	gconnie@hotmail.com	Connie Gist
16. Sherron McHerron	poondabear220@yahoo.com	Sherron McHerron
17. Sonja Baker	sonjabaker@yahoo.com	Sonja Baker
18. Diana Baker	11	Diana Baker
19. Reginald Moore	regaldm@hotmail.com	Reginald Moore
20. Vanessa Walker	baker.vanessa@sbcsglobal.net	Vanessa Walker

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name	Email Address	Signature
1. Cassie Billingsley	casserb2@yahoo.com	C. Billingsley
2. Alton John	N/A	Alton John
3. Cornelius Woods	N/A	Cornelius Woods
4. KENNETH HARRIS		Ken Harris
5. Jonathan Mitchell	N/A	Jonathan Mitchell
6. Stanton A. Liddell	saliddell77@yahoo.com	Stanton A. Liddell
7. Sedrick L. Reed	sedrick.reed@asp.arkansas.gov	Sedrick L. Reed
8. Laquinta Neal	ann-neal2005@yahoo.com	Laquinta Neal
9. Rodney L. Harris	roynard@att.net	Rodney L. Harris
10. Kelly R Walker	Krwalker@yahoo.com	Kelly R Walker
11. Dennis Sanders	WOTSANDERS@UA1.net	Dennis Sanders
12. Stephen Taylor	staylor11@gmail.com	Stephen Taylor
13. Carl Lee Carl Lee		Carl Lee Carl Lee
14. ALICE UGOA		Alice Ugoa
15. Darlene Austin		Darlene Austin
16. Yasir Muhammad	ny92@yahoo.com	Yasir Muhammad
17. Tina Johnson	Tina.johnson-67@yahoo.com	Tina Johnson
18. Savannah Baggies	Savanna-baggies@yahoo.com	Savannah Baggies
19. Jerika Baggies	baggiesj@yahoo.com	Jerika Baggies
20. Katrina Bryant	bryantkrista@global.net	Katrina Bryant

Urban Collegiate Public Charter School for Young Men--Pending Fall 2010
We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

8/1/09

Print Name	Email Address	Signature
1. Marketha Guilliam	mgilliam62@yahoo.com	Marketha Guilliam
2. Margaret Wilson	mathcamp@hotmail.com	Margaret Wilson
3. Roger Batters	rbates1986@yahoo.com	Roger Batters
4. Modjibite Duff	umsguiter21@yahoo.com	Modjibite Duff
5. Larry Bradshaw	N/A	Larry Bradshaw
6. Kenneth Fletcher	Kennethlaruley@yahoo.com	Kenneth Fletcher
7. Makeba Jason	makebajason@yahoo.com	Makeba Jason
8. Justin Fletcher	jayason@yahoo.com	Justin Fletcher
9. Betty Rhodes	N/A	Betty Rhodes
10. Kary Adams	N/A	Kary Adams
11. Cory Adams	N/A	Cory Adams
12. Candace Bankston	Kanyarachelraven@yahoo.com	Candace Bankston
13. LAWRENCE A. TOEKWE	LA TOEKWE N/A	LAWRENCE A. TOEKWE
14. JESSICA HOBLEN	N/A	JESSICA HOBLEN
15. Andrew Hight	N/A	Andrew Hight
16. Demetrius Herwood	DemetriusH@bnetmail.com	Demetrius Herwood
17. SHARON WORTH	N/A	SHARON WORTH
18. Walter Wilkerson	1/1 Dinky 886@yahoo.com	Walter Wilkerson
19. ROSCUE L. LANIER	N/A	ROSCUE L. LANIER
20. BILLY FARMER	N/A	BILLY FARMER

215.09

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010
We want to show community interest. Please sign our petitions.
"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1. Roy Phillips	Philusoid@bellsouth.net	Roy Phillips
2. Steve Phillips	SPhillips2107@bellsouth.net	Steve Phillips
3. Felicia Stenmon	None	Felicia Stenmon
4. Yolanda Ford	Yolanda_Ford@bellsouth.net	Yolanda Ford
5. Tracie Bracy	None	Tracie Bracy
6. Roy Conway	RConway74@yahoo.com	Roy Conway
7. Harold Wals	hwal's228@bellsouth.net	Harold Wals
8. Harold Wals	H8w8771@bellsouth.net	Harold Wals
9. Markiel White	Markiel.White@yahoo.com	Markiel White
10. Stony Moram	stony55@yahoo.com	Stony Moram
11. Lashonda White	lashonda@yahoo.com	Lashonda White
12. Marcus Foreless	N/A	Marcus Foreless
13. LARRY GAINES	L GAINES@GMAIL.COM	Larry Gaines
14. Jimmy Carter	8500 Keller Dr Apt 328	Jimmy Carter
15. Nichonda Bennett	8500 Keller Dr 328	Nichonda Bennett
16. Kamesha Elie	01617 Herndon Rd	Kamesha Elie
17. Angela Lewis	11 brutts lane	Angela Lewis
18. Brenda Threaver	10725 Breckinridge	Brenda Threaver
19. Chrise Miller	chrise.miller@yahoo.com	Chrise Miller
20. Langie Jones	5339 Hedden Dr Langie Smith @att.net	Langie Jones

8.15.09

Urban Collegiate Public Charter School for Young Men - Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1. Keith Jones	None	Keith Jones
2. Angelica Johnson	misunderstoodvixen@yahoo.com	Angelica Johnson
3. LAKeisha mosley	N/A	LAKeisha mosley
4. Stephen Davis	Step-d-501@yahoo.com	Stephen Davis
5. LISA IVORY	KSIVORY@yahoo.com	LISA IVORY
6. Lydia Metcha	lydmetcha@yahoo.com	Lydia Metcha
7. Laubeeems Terry	keema2fine2001@yahoo.com	Laubeeems Terry
8. Winnette Thomas	KATHERINE CASSON a.net	Winnette Thomas
9. Cathy Parker	CathyParker98@yahoo.com	Cathy Parker
10. Thurston Rubin	thurstora@att.net	Thurston Rubin
11. Andrea Rubin	arubin1004@comcast.net	Andrea Rubin
12. Roselee Lee	RoseleeH-Lee@att.net	Roselee Lee
13. Pamela Kelley	P. Kelley@BOP.GOV	Pamela Kelley
14. Anthony Kelley	AKelley@BOP.GOV	Anthony Kelley
15. Larry Clark	Lbc1239@yahoo.com	Larry Clark
16. Fa'Quan Harris	FaquanHarris@yahoo.com	Fa'Quan Harris
17. Howardell Brewer	LCOAKLEY@yahoo.com	Howardell Brewer
18. John Brooks	johnbrooks-smoove@yahoo.com	John Brooks
19. Janelly Dehnem	N/A	Janelly Dehnem
20. Antanique Gillispie	mgillspie1989@aigmail.com	Antanique Gillispie

one

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010
 We want to show community interest. Please sign our petitions.
 "I support having all boys' charter school in Little Rock"

8.1.09

Print Name	Email Address	Signature
1. Jasmine Williams	williamsjasmine@yahoo.com	Jasmine Williams
2. Angela Dickerson	Mr. Tricklealious_06@yahoo.com	Angela Dickerson
3. Jerome Williams	N/A	Jerome Williams
4. Harold Eason	N/A	Harold Eason
5. Valerie Under	Vunder@yahoo.com	Valerie Under
6. Kiti Barnes	KCCBARNES@SBCGLOBAL.NET	Kiti Barnes
7. Mary Williams	N/A	Mary Williams
8. Daniel Williams	N/A	Daniel Williams
9. Joyce Garrett	N/A	Joyce Garrett
10. Robert Peltus	N/A	Robert Peltus
11. Leva Harris	N/A	Leva Harris
12. Robbie Johnson	den-johnson@comcast.net	Robbie Johnson
13. Tamara Morgan	t-morgan@yahoo.com	Tamara Morgan
14. Senguan Williams	senguan@hotmail.com	Senguan Williams
15. Kimberly Robinson	robkins@comcast.net	Kimberly Robinson
16. Kimberly Robinson	robkins@comcast.net	Kimberly Robinson
17. Shawn Campbell	willisgr206@yahoo.com	Shawn Campbell
18. Lori Wilkerson	shandpark@yahoo.com	Lori Wilkerson
19. Bernice Robinson	N/A	Bernice Robinson
20. Danya York	N/A	Danya York

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

8.1.09

Print Name

Email Address

Signature

1.	Laura Guerra	N/A	Laura Guerra
2.	Nikisha Edwards	Nikisha Edwards@yahoo.com	Nikisha Edwards
3.	Annette Blitz	N/A	Annette Blitz
4.	Almarie Anderson	dubay4@sbcglobal.net	Almarie Anderson
5.	Carolyn Blumore	n/a	Carolyn Blumore
6.	LaShonda Harris	missgalmore03@yahoo.com	LaShonda Harris
7.	Dorothy Townsend	lost.in.location@yahoo.com	Dorothy Townsend
8.	Anthony Guerra	AP_Joker@yahoo.com	Anthony Guerra
9.	William Grant	N/A	William Grant
10.	Mandria Seth	alondria-seth@yahoo.com	Mandria Seth
11.	David Watson	N/A	David Watson
12.	James Dotson	N/A	James Dotson
13.	Shannon Smith	shvstelsa@yahoo.com	Shannon Smith
14.	Rebecca Fry	rtfry96@yahoo.com	Rebecca Fry
15.	Kenya Williams	N/A	Kenya Williams
16.	Billy D Lofton	N/A	Billy D Lofton
17.	April Hagins	april.hagins@yahoo.com	April Hagins
18.	Louis Turner Jr	mr.svagger2008@yahoo.com	Louis Turner Jr
19.	Jackie Johnson	jjohnson@pulsatech.edu	Jackie Johnson
20.	LaKey Johnson	n/a	LaKey Johnson

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1. Anton Furr	11-Shed-2008@yahoo.com	Anton Furr
2. Michael L. Brown	N/A	Michael L. Brown
3. Clara Ellis	N/A	Clara Ellis
4. David Jones	N/A	David Jones
5. Margaret Wells	mizzwells1@sbcglobal.net	Margaret Wells
6. Steven Credit Sr.	AccMiller@corcast.net	Steven Credit
7. Karen Davis	pckykaren@gmail.com	Karen Davis
8. Martha Phillips	N/A	Martha Phillips
9. Carlton Craig	None	Carlton Craig
10. Curtis Jones	N/A	Curtis Jones
11. Demerson	N/A	Demerson
12. Deke Hester	N/A	Deke Hester
13. CalDwelle Guyton	N/A	CalDwelle Guyton
14. Monica Byers	N/A	Monica Byers
15. Mark Hester	Bromoise@yahoo.com	Mark Hester
16. Jamar Wynn	Jamar.Wynn@yahoo.com	Jamar Wynn
17. William Swartz	WVLS@yahoo.com	William Swartz
18. Corey Peters	cdpeters@tmo.blackberry.net	Corey Peters
19. [Signature]	N/A	[Signature]
20. Vanessa Carter	N/A	Vanessa Carter

8.1.09

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1.	Kim Mavet	N/A	Kim Mavet
2.	Charles E. Cooper	N/A	Charles E. Cooper
3.	Shirley Newman	N/A	Shirley Newman
4.	L. Young	N/A	L. Young
5.	J. Young	N/A	J. Young
6.	Gerald Frazier	N/A	Gerald Frazier
7.	Fate Bolden	N/A	Fate Bolden
8.	Kell Barnes	N/A	Kelly Barnes
9.	Kayla Ackerman	N/A	Kayla Ackerman
10.	Charles Grider	N/A	Charles Grider
11.	Harold Allen	N/A	Harold Allen
12.	Kenya Jones	Kenyanorwood@yahoo.com	Kenya Jones
13.	Keena Williams	Kenya Williams N/A	Keena Williams
14.	Denese Franklin	denese.franklin@gmail.com	Denese Franklin
15.	Shannon Farmer	shannonfarmer@gmail.com	Shannon Farmer
16.	Louanna Eske	N/A	Louanna Eske
17.	Ulette S. Jones	N/A	Ulette S. Jones
18.	Kayada Smith	N/A	Kayada Smith
19.	Chrystina Jones	Jones Chrystina@yahoo.com	Chrystina Jones
20.	Carol Wade	N/A	Carol Wade

11/11/10
8:10a

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

8.1.09

Print Name

Email Address

Signature

1. JAREN COLLINS	JAREN COLLINS 925@live.com	Darren C. Collins
2. WILSON ATKINS	ATKINS.WILSON@YAHOO.COM	WILSON ATKINS
3. JESSIE DARTON	1epassiondarton@yahoo.com	Jessie Darton
4. NICHOLAS DARTON	N/A	NICHOLAS DARTON
5. JAMES DARTON	N/A	JAMES DARTON
6. JAMES DARTON	re-wings@live.com	JAMES DARTON
7. NICHOLAS DARTON	N/A	NICHOLAS DARTON
8. DAMIAN BEASLEY	damian-beasley@yahoo.com	DAMIAN BEASLEY
9. AUDREANA BROWN	AUDREANA-BROWN@YAHOO.COM	AUDREANA BROWN
10. JEFF HILL	SHILL001@YAHOO.COM	JEFF HILL
11. KAMAL TURNER	kt-turner22@yahoo.com	KAMAL TURNER
12. NATANJA FOX	10foxdarkbluecross.com	NATANJA FOX
13. JESSIE DARTON	N/A	JESSIE DARTON
14. JESSIE DARTON	13877 St Michael L. Rd	JESSIE DARTON
15. RUBY WELCH	421 Welch Ruby 45@yahoo.com	RUBY WELCH
16. JAMES DARTON	imani-kuree@yahoo.com	JAMES DARTON
17. JAYCE MCCOY	29 Carlton Cir. L.R. AR.	JAYCE MCCOY
18. JAMES DARTON	JOHN - 1985@yahoo.com	JAMES DARTON
19. NICHOLAS NEWMAN	N/A	NICHOLAS NEWMAN
20. JESSIE DARTON	redacted@live.com	JESSIE DARTON

Qad

8/11/09

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature







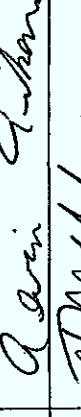
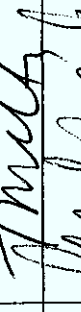





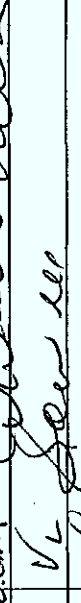
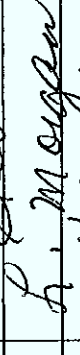
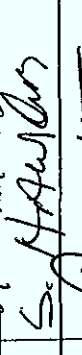
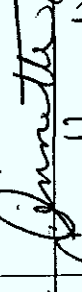



1.	Sherard Brown	BUS - Candyman@yahoo.com	Bernard Brown
2.	Orin Tolbert	Orin Tolbert@yahoo.com	Orin Tolbert
3.	Wishy Wilson	mmwilson36@yahoo.com	Wishy Wilson
4.	Quintez Mann	N/A	Quintez Mann
5.	Constance Simmons	spilledbrat32008@yahoo.com	Constance Simmons
6.	Phyllis Gray	N/A	Phyllis Gray
7.	Leander Comley	lindercomley@aol.com	Leander Comley
8.	Janette Combs	N/A	Janette Combs
9.	Sherry Watson	N/A	Sherry Watson
10.	Raymond Ellison	monartcare@comcast.net	Raymond Ellison
11.	Morgan Rogers	deecrotahsmon@yahoo.com	Morgan Rogers
12.	Karl Grann	gannclaman@yahoo.com	Karl Grann
13.	Phyllis E. Sanders	p-sanders@att.net	Phyllis E. Sanders
14.	Quinn E. McKenzie	N/A	Quinn E. McKenzie
15.	DeLanor Grinn	gsgrinn@yahoo.com	DeLanor Grinn
16.	Sauce Davis	davisoil@yahoo.com	Sauce Davis
17.	Lee McAndrew	leemcandrew@yahoo.com	Lee McAndrew
18.	Debra Johnson	Catcless@ednet.com	Debra Johnson
19.	Sherry Johnson	N/A	Sherry Johnson
20.	Sherry White		Sherry White

1 NC Wadsworth

Wadsworth

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name	Email Address	Signature
1. FERLE ROOS	FERMUS@aol.com	
2. GERALD W. HARE		
3. LATESHA GUNIS	N/A	
4. JAMES STAPLES	N/A	
5. MARY WOODLEY	N/A	
6. KARLA MEIER	Karla_Meier@hotmail.com	
7. ALVIN A. KENS	N/A	
8. TEN MEATON	N/A	
9. ANDREW JACKSON	N/A	
10. OLGA JACKSON	N/A	
11. LUBBERTA COLLEY	lacolley@comcast.net	
12. NAOMI WILLIAMS	Na	
13. JIMMY CARTER		
14. CLITA SMITH	evikasmith0720@yahoo.com	
15. JANE SAWLEY		
16. L. MORGAN	HAWKINS	
17. SHEILONA HAWKINS	Sheldon@Yahoo.com.	
18. ANNETTE HAWKINS	Hawkins Annette@gmail.com	
19. CARLA HALTON	N/A	
20. JANE SAWLEY	JOHN.A.SAWLEY@ATTN.NET	

Urban Collegiate Public Charter School for Young Men - Pending Fall 2010
 We want to show community interest. Please sign our petitions.
 "I support having all boys' charter school in Little Rock"

8/1/09

Print Name	Email Address	Signature
1. Alison Keyes	alison@harrock@aol.com	Alison Keyes
2. Quana Allen	Alengwana@yahoo.com	Quana Allen
3. Carolyn Thompson	202 57th ave yabare	Carolyn Thompson
4. Zillie Davis	1511 Lewis St	Zillie Davis
5. Reginald Duff	carlos2007@yaho.com	Reginald Duff
6. Myia Woods	myia.woods@y.wail.com	Myia Woods
7. Carolyn Farr-Owora	N/A	Carolyn Farr-Owora
8. O'Dell Lowe	sant N/A	O'Dell Lowe
9. LINDA FAYE PRUITT	Kittanpooh61@comcast.net	Linda Faye Pruitt
10. Masvie Thompson	N/A	Masvie Thompson
11. Curtis Miller	N/A	Curtis Miller
12. Denise Harvey	N/A	Denise Harvey
13. Taylor Compton	htaylor@sbcbghal.net	Taylor Compton
14. Brian Williams	N/A	Brian Williams
15. David Hart	N/A	DAVID HART
16. Walonda Bryant	N/A	Walonda Bryant
17. Roena Jackson	N/A	ROENA JACKSON
18. Jessica Penn	N/A	Jessica Penn
19. Jim Compton	N/A	Jim Compton
20. Deborah Waller	N/A	Deborah Waller

Urban Collegiate Public Charter School for Young Men - Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1.	Phyllis Hodges	Czeow=513eatt.net	<i>[Signature]</i>
2.	Christina Pittman	chr's.pittman@gmail.com	<i>[Signature]</i>
3.	Alicia Hunter	wake24@yahoo.com	<i>[Signature]</i>
4.	William Birch	lillian.pocch@yahoo.com	<i>[Signature]</i>
5.	Conner Cogburn	WmBirch24@yahoo.com	<i>[Signature]</i>
6.	Annette Johnson	adjohnson51@sbeglobal.net	<i>[Signature]</i>
7.	Nissa Garrett	NMGarrett1@aol.com	<i>[Signature]</i>
8.	Kris Deaton	Krisdeaton@msn.com	<i>[Signature]</i>
9.	TONY BOLES	LEVANUM@HOTMAIL.COM	<i>[Signature]</i>
10.	Alma Hilliard	alma.hilliard@att.net	<i>[Signature]</i>
11.	Marice Trice	Marice.Trice@gmail.com	<i>[Signature]</i>
12.	Rose Wright	rosewright7831@sbeglobal.net	<i>[Signature]</i>
13.	Alycia Madden	amadden@philander.edu	<i>[Signature]</i>
14.	Debra Dunworth	dunworth@earthlink.net	<i>[Signature]</i>
15.	Debra Cooper	lcooper@sbeglobal.net	<i>[Signature]</i>
16.	Robynie Brashear		<i>[Signature]</i>
17.	Dorothy B. Parker	2108 Edmonds St. N.E. (Dorothy B. Parker)	<i>[Signature]</i>
18.	Beatrice Reed	reed1700@sbeglobal.net	<i>[Signature]</i>
19.	Madeline Green	EGreen611@comcast	<i>[Signature]</i>
20.	Edwin Harris	elharis2@yahoo.com	<i>[Signature]</i>

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address or Address

Signature

1. ✓	Charlene Herman	2125 MacArthur Lk	C. Herman
2. ✓	Zena Renae Green	1318 Franklin St, LR, AR	Zena Green
3. ✓		29green6263@hotmail.com	
4. ✓	Tracey Clay	29green6263@hotmail.com	Tracey Clay
5. ✓	Sharon Jones	Sy Jones Quaker.edu	Sharon Jones
6. ✓	Natalie Benjamin	natalie@gmail.com	Natalie Benjamin
7. ✓	Kenya Brevard	3813 W. 16th @ yahoo.com	Kenya Brevard
8. ✓	Sabrina Cooper	solonw@cooper@stcglobal.net	Sabrina Cooper
9. ✓	Jessyline M. Hall	5500 Brian Ln	Jessyline M. Hall
10. ✓	Tasha Hall	billine 48@hotmail.com	Tasha Hall
11. ✓	Janisha Roberson	tr hall32@hotmail.com	Janisha Roberson
12. ✓	Latoria Brown	BETTYLORABROWN@aol.com	Latoria Brown
13. ✓	Alla Byrd	Roberson Brown@aol.com	Alla Byrd
14. ✓	Angela Campbell	1/4	Angela Campbell
15. ✓	LaSang Moseley	5517 W 51st Apt 22	LaSang Moseley
16. ✓	Annette Johnson-Guy	2000 Roberson Blvd, Jr 1300	Annette Johnson-Guy
17. ✓	Randa Adams	Sharon 7@aol.com	Randa Adams
18. ✓	Lubonne Barnes	7 Clifton Drive LR AR 72201	Lubonne Barnes
19. ✓	Gloria Brown	1804 S Pulaski St LR	Gloria Brown
20. ✓	Jenny Lee Jackson	2119 Moss NLA	Jenny Lee Jackson

8.15.09

Urban Collegiate Public Charter School for Young Men - Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1. Doretha Collins	danetta_collins@yahoo.com	<i>Doretha Collins</i>
2. Rhonda Young	rochelle2000@yahoo.com	<i>Rhonda Young</i>
3. Nicholas Ashford	Nicholas2000@yahoo.com	<i>Nicholas Ashford</i>
4. Amanda Key	trinitinickel@yahoo.com	<i>Amanda Key</i>
5. Sheron Jones	21jones@hotmail.com	<i>Sheron Jones</i>
6. Tamela Jones	21jones@hotmail.com	
7. Tamela Dukes	Tameladukes@stglocal.net	<i>Tamela Dukes</i>
8. Natana Lewis	Benny31a@gmail.com	<i>Kedeno</i>
9. Simone Jackson	jacksonskstudent@stglocal.net	<i>Simone Jackson</i>
10. Gloria Williams	cocuy6p@yahoo.com	<i>Valerie Williams</i>
11. Sherronda Peterson		<i>Sherronda Peterson</i>
12. Cynthia Jovett	2121 Cross St. N.Y. A.R.	<i>Cynthia Jovett</i>
13. Denise Parker	Denise Parker Teapulse	<i>Denise Parker</i>
14. Naksa Tillman	1200 West Markham St. Ark.	<i>Naksa Tillman</i>
15. Doretha Taylor	pharisa@uak.edu	<i>Naksa Taylor</i>
16. Doretha Taylor	pharisa@uak.edu	<i>Naksa Taylor</i>
17. Pam Johnson	Pamela Cottle, Net	<i>Pam Johnson</i>
18. Annie Fullek	NA	<i>Annie Fullek</i>
19. Carlos Ainsworth	calbert37@yahoo.com	<i>Edgar Whitley</i>
20. Edgar Whitley	dgr-whitley@yahoo.com	<i>Edgar Whitley</i>

8.15.09

8.15.09

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010
We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address or Address

Signature

1. Katelyn Rumph	8709 Herrick Lane R 7209 Chicago, IL	
2. Stacy Clay	9600 W. 36th St. #803 L.R. AR 7209	Stacy Clay
3. Natalie Kelly	7200 Sunflower Rd	Natalie Kelly
4. Kristalyn Brooks	15509 Capital Hill Rd	Kristalyn Brooks
5. Daphne Vannoy	3401 Fairbank Ave	Daphne Vannoy
6. Erica Jefferson	15000 Cheneau Dr. #364	Erica Jefferson
7. Tanika Fitzgerald	3316 Dorset Drive	Tanika Fitzgerald
8. Tiffany Murook	10601 Canby Rd. #450	Tiffany Murook
9. Sakirah Ali	5721 Mabelvale Pike	Sakirah Ali
10. Quiana Braggs	12001 Wilson Rd #200 Sherwood, MO 64302	Quiana Braggs
11. Kimili Uping	6901 Summer rd Little rock, AR 7209	Kimili Uping
12. Wendall Johnson	4 Village St. Little Rock, AR 7209	Wendall Johnson
13. Jacoby Davis	1401 Main St. Little Rock, AR 7209	Jacoby Davis
14. Michelle Spears	1210 Caper Ave #12	Michelle Spears
15. Doreen Hampton	70 Rockton Cir, Hk 7209	Doreen Hampton
16. Norva Kneelown	5100 Brian	Norva Kneelown

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1. Saintetel Martinez	snail1s2003@yahoo.com	<i>Saintetel Martinez</i>
2. Zaida McKenzie	snail1s2003@yahoo.com	<i>Zaida McKenzie</i>
3. Kendans Hill	kendans@uoregon.edu	<i>Kendans Hill</i>
4. Alserv S Hayes	lurgesmurti@aol.com	<i>Alserv S Hayes</i>
5. Stephen Willett	Henry Williams@yahoo.com	<i>Stephen Willett</i>
6. Sherla Smith	Smith-sharala@jaghschool.net	<i>Sherla Smith</i>
7. Tammie Silas	tisilas@ualr.edu	<i>Tammie Silas</i>
8. Barbara Ellis	pellis@yahoo.com	<i>Barbara Ellis</i>
9. Jennifer Carthron	gingin5p10comcast.net	<i>Jennifer Carthron</i>
10. Beverlyn Watson	N/A	<i>Beverlyn Watson</i>
11. Linda Toney	lndtney@yahoo.com	<i>Linda Toney</i>
12. Candace Brown	upend.f.brown@comcast.net	<i>Candace Brown</i>
13. Tonia Alexander	Tn-lundr@hotmail.com	<i>Tonia Alexander</i>
14. Rusty Jackson	N/A	<i>Rusty Jackson</i>
15. Shaniqua White	Shaniqua@brown@yahoo.com	<i>Shaniqua White</i>
16. Grant Kelley Grant	3619GoneLR	<i>Grant Kelley</i>
17. Sharon Nings	Sharonnings@aatt.net	<i>Sharon Nings</i>
18. Mark Persley	CoCoTerryB@yahoo.com	<i>Mark Persley</i>
19. Chastity Robinson	N/A	<i>Chastity Robinson</i>
20. Zita Garsen	N/A	<i>Zita Garsen</i>

8.15.04

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

8.15.09

Print Name	Email Address	Signature
1. Sandra Lantz	MSsanb7@aol.com	Sandra Lantz
2. Bryant Davis	Squaredcircle@aol.com	Bryant Davis
3. Shelia Smith	Shelia.Shelia@jagobal.net	Shelia Smith
4. Doreen Brown	Shelia.Shelia@jagobal.net	Doreen Brown
5. Cassandra Lea	N/A	Cassandra Lea
6. Yashika Collins	2713 S. Battery St.	Yashika Collins
7. Yashika Collins	23 Glenmore Dr.	Yashika Collins
8. Yashika Collins	1506 Parkview Pointe Dr.	Yashika Collins
9. Satia Stewart	2908 W 4th	Satia Stewart
10. V. Kay Jordan	108 Maryland Dr.	V. Kay Jordan
11. Aaron Slater	11 Labette Ct	Aaron Slater
12. Glenn King	G.King@littlerock.org	Glenn King
13. Stephanie Berthia	StephanieBerthia@AOL.COM	Stephanie Berthia
14. Steve Smith	Steve Smith 55969@yahoo.com	Steve Smith
15. Shauntay Smith	ShauntaySmith@live.com	Shauntay Smith
16. Doreen Connor	1124 Redwood Dr. Little Rock	Doreen Connor
17. MAE R. GLOVER	MAE R. Glover	MAE R. Glover
18. Aline Brown	MSAB@bellsouth.net	Aline Brown
19. Yolanda Hollister	N/A	Yolanda Hollister
20. Daphne Love	dlove@shirleyhollister.com	Daphne Love

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

8/1/09

Print Name

Email Address

Signature

1.	Stephen Tombs	N/A	Stephen L. Tombs
2.	Charles Cooley	N/A	Charles C. Cooley
3.	Lammy Lichter	N/A	Lammy Lichter
4.	David Dargatzis	N/A	David Dargatzis
5.	Michael Dargatzis	N/A	Michael Dargatzis
6.	Naimullah Hamidullah	Naimullah52@aol.com	Naimullah Hamidullah
7.	Brittney Coleman	brittneyshannon11@yahoo.com	Brittney Coleman
8.	Joshua Stalls	SSH_stalls@yahoo.com	Josh Stalls
9.	Armentia McClelland	Armentia23@yahoo.com	Armentia McClelland
10.	Eric Swier	N/A	Eric Swier
11.	Deodis Fleming	N/A	Deodis Fleming
12.	Deleene Gaston	N/A	Deleene Gaston
13.	Lillian Minton	N/A	Lillian Minton
14.	ERICA SPROUSE	sprouseed@arcbuilders.org	Eric Sprouse
15.	Nicholas Epps	N/A	Nicholas Epps
16.	Debie Session	Olivia.Session@yahoo.com	Debie Session
17.	Richy Crank	RLC L VONE@yahoo.com	Richy Crank
18.	Peanna Burns	shadyluv18@yahoo.com	Peanna Burns
19.	Crystal Z Talley	N/A	Crystal Z Talley
20.			

Urban Collegiate Public Charter School for Young Men - Pending Fall 2010
 We want to show community interest. Please sign our petitions.
 "I support having all boys' charter school in Little Rock"






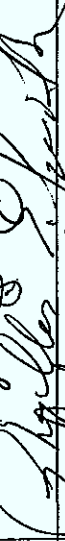
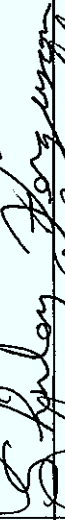









Print Name

Email Address

Signature

1. Janice Garry	janicedimple@aol.com	Janice Garry
2. Rosalind Washington	Rosalind.washington@verizonwireless.com	Rosalind Washington
3. Du'ight McEwen	Du'ight	Du'ight McEwen
4. Yolanda Hadley	Yolanda.Hadley@ar.navy.mil	Yolanda Hadley
5. Sonia Bodo	Sonia.bills@yahoo.com	Sonia Bodo
6. Mary Parker	3344guyana	Mary Parker
7. Angela Horne		Angela Horne
8. Denise Caruthers Quiller	quillenderice@aol.com	Denise Caruthers Quiller
9. Valerie Ross	trusse@littlerock.org	Valerie Ross
10. Linda J. Franks	lyrics7@att.net	Linda J. Franks
11. Doree Clay	clayd@pgi.net	Doree Clay
12. Andrea McShane	andrea.mcshane@yahoo.com	Andrea McShane
13. Margaret Coleman	mcclerian@publib.org	Margaret Coleman
14. Koko Smith	hbsmith@hotmail.com	Koko Smith
15. June Shaw	June-Shaw@att.net	June Shaw
16. Doris Davis	Doris.Davis@att.net	Doris Davis
17. Doreen Felin	Doreen.Felin@att.net	Doreen Felin
18. Joyce Gunkler	joycegi@att.net	Joyce Gunkler
19. Ashley Wilson	ashleycredc3@stglobal.net	Ashley Wilson
20.		

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010
 We want to show community interest. Please sign our petitions.
 "I support having all boys' charter school in Little Rock"

Print Name	Email Address	Signature
1. Cass Brown		
2. Monique Nathan	monique_nathan@yahoo.com	
3. Laracia Stappbs	laracia@gmail.com	
4. Dorothy Bedde	dorothybedde@yahoo.com	
5. Carolyn Gukeroff		
6. Cheryl S. Smith	psmith@onepaac.com	
7. Shirley Ferguson	missp333@aatt.net	
8. Theon Norwell	theonmichael@peoplepc.com	
9. Ramita Johnson	rgjohnson@caegonusa.com	
10. James Hill		
11. James Jones	KRR@SBCglobal.net	
12. Diana Parker	miss.dj23@sbglobal.net	
13. Traci Brown	tlloyd313@yahoo.com	
14. Byron Strigun		
15. Kim Johnson	Klathum@OrthoArkness.com	
16. Helen Chapman	1117 E. 16th NLR AR	
17. Beverly Seal	209 E 4th	
18.		
19.		
20.		

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1. ✓	Derrick Henderson			Derrick Henderson
2. ✓	Mike Throck			Mike Throck
3. ✓	Jessica Dortch	jesica.dortch@yahoo.com		Jessica Dortch
4. ✓	Ann Hunter	abhunter@hacker.org		Ann Hunter
5. ✓	Xavier Wynne	Xavier.Wynne@yahoo.com		Xavier Wynne
6. ✓	Albert Duncan			Albert Duncan
7. ✓	REV AL DUNCAN	ALBERT.DUNCAN@VERIZONWIRELESS.COM		Rev Al
8. ✓	Jonathan Hall	hall-jonathan@yahoo.com		Jonathan Hall
9. ✓	Jasmine McDade	jasmine_mcdade@yahoo.com		Jasmine McDade
10. ✓	Shondrea Lewis	Shondrea.Lewis@comcast.net		Shondrea Lewis
11. ✓	Elizabeth Vaughn	the_vaughs@yahoo.com		Elizabeth Vaughn
12. ✓	RYAN BARNES	rhmed'solutions@gmail.com		R.D.R.B.
13. ✓	FRANCIS RICHARDSON	richardsonfrancis@global.net		Francis Richardson
14. ✓	Deborah Butler-Allen	allen2122@stcglobal.net		Deborah Butler-Allen
15.				
16.				
17.				
18.				
19.				
20.				

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name	Email Address	Signature
1. Collette Young	cdyoung618@gmail.com	Collette Young
2. Jerri Bozeman-Hill	inmysistersroom@hotmail.com	Jerri Bozeman-Hill
3. Wallace Montgomery, IV	wallacemontgomery@yahoo.com	Wallace Montgomery, IV
4. Tyron Sanders	tsanders@pulaskitech.edu	Tyson Sanders
5. Desrick Smith	bulwatsreeservice@yahoo.com	Desrick Smith
6. Kevin Gray	kevin11gray@students.pulaskitech.edu	Kevin Gray
7. EDRIN NICHOLSON	WAPSSID2@yahoo.com	EDRIN NICHOLSON
8. Ronald Johnson		Ronald Johnson
9. Mahabadi Sheron	ms1812CIBC@ahad.net	Mahabadi Sheron
10. Sheron Smith	geminiumicad.com	Sheron Smith
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010
 We want to show community interest. Please sign our petitions.
 "I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1.	Pamela Cross	PCross@windstream.net	Pamela Cross
2.	Gerry Stewart	*stewart_gerry@yahoo.com	Gerry Stewart
3.	LINDA D-HARRISON	LindaDharrison@yahoo.com	Linda D-Harrison
4.	Joe D Palmer	Palmerjoe11@comcast.net	Joe D Palmer
5.	Cheri Palmer	Cjw5814@netscape.net	Cheri Palmer
6.	Donald Henry Sr	melanie188@centurytel.net	Donald Henry
7.	Melanie Henry	melanie188@centurytel.net	Melanie Henry
8.	Cristil Rycraw	Signed up on front	Cristil Rycraw
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

8.1.09

Print Name

Email Address

Signature

1. Myra Skelton	N/A	Myra Skelton
2. Shannon Gallion	N/A	Shannon Gallion
3. Shannon Gallion	N/A	Shannon Gallion
4. Saton Hodge	SatonH@ yahoo.com	Saton Hodge
5. Vincent Jones	N/A	Vincent Jones
6. Zambie Ford	Fordzambie@yahoo.com	Zambie Ford
7. Shannon Gallion	N/A	Shannon Gallion
8. Melvin P. Jones	N/A	Melvin P. Jones
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010
 We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name	Email Address	Signature
1. Kwana Coleman	N/A	[Signature]
2. Edmond Addison	N/A	E. Addison
3. Randy Walker	N/A	R. Walker
4. David Veasey	N/A	D. Veasey
5. Tyone Brooks	N/A	Tyone Brooks
6. Larry Wilbourn	N/A	L. Wilbourn
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

8.1.09

Print Name

Email Address

Signature

1.	Scherice Joseph	N/A	Scherice Joseph
2.	Ken Turner	N/A	Ken Turner
3.	Evelyn Thompson	N/A	Evelyn Thompson
4.	AQuic Hammett	N/A	AQuic Hammett
5.	Marshall Thomas	N/A	Marshall Thomas
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			




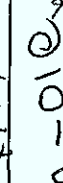
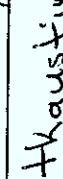
2

21

We want to show community interest. Please sign our petitions.

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name	Email Address	Signature
1. Kevin Buford	N/A	
2. Tony Austin	thouston-01@ydnos.com	
3. McKinley Johnson Jr	N/A	
4. Anthony Johnson	N/A	
5. Bayley Stone	bleval@clubbillywood.com	
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Urban Collegiate Public Charter School for Young Men - Pending Fall 2010
 We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1.	Virlean Fisher	870-866-7992	Dillon Fisher
2.	Frances McNair	francesmcnair@sbcglobal.net	Frances McNair
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Urban Collegiate Public Charter School for Young Men - Pending Fall 2010

We want to show community interest. Please sign our petitions.

"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1.	Sonny Miller	Sonmill57a@yahoo.com	Sonny Miller
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Application Cycle 2010

ADE Hearing Letter

Dove School of Excellence



ARKANSAS DEPARTMENT OF EDUCATION

October 23, 2009

Dr. Tom W. Kimbrell
Commissioner

**State Board
of Education**

Dr. Naccaman Williams
*Springdale
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Sherry Burrow
Jonesboro

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Toyce Newton
Crossett

Mr. Kaan Camuz
Superintendent of Dove Schools
Sky Foundation
4444 N. Classen Blvd.
Oklahoma City, OK 73118

Re: Notice of Appeal/State Board Meeting
Dove School of Excellence

Dear Charter Applicant and Affected School District:

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Springdale School District will occur at the State Board's meeting of November 9, 2009. The meeting will begin at 1:00 p.m. and will be held in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.

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

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 2:00 p.m. on October 29, 2009. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

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

Sincerely,

Tripp Walter
Tripp Walter
Interim General Counsel

TW/slr

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Dr. Jim Rollins, Springdale School District
School Board President Danny Dotson, Springdale School District

**ARKANSAS STATE BOARD OF EDUCATION
POLICY AND PROCEDURES FOR HEARING
CHARTER SCHOOL APPLICATIONS AND APPEALS**

- 1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school to the State Board. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.
- 4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the application or appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Application Cycle 2010

Appeal Letter

Dove School of Excellence



4444 N. Classen Blvd.,
Oklahoma City, OK, 73118
Phone: (405) 528 - 0808

October 9, 2009

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

Re: Request for Appeal Before the State Board of Education

Dear Dr Brown:

Pursuant to the Arkansas Department of Education Rules Governing Open-Enrollment Charter Schools, please consider this a request for appeal before the Arkansas State Board of Education of the Springdale School District's opposition of the Dove School of Excellence in Northwest Arkansas.

Should you have any questions, please do not hesitate to call or write.

Sincerely,

A handwritten signature in black ink, appearing to read "Kaan Camuz", written in a cursive style.

Kaan Camuz
Superintendent of Dove Schools

RECEIVED
OCT. 09 2009
CHARTER SCHOOL OFFICE

Application Cycle 2010

Denial Letter(s)

Dove School of Excellence

SPRINGDALE SCHOOL DISTRICT

Administration Office: 804 West Johnson

P. O. Box 8

Springdale, Arkansas

72765-0008

Member of North Central Association



Jim D. Rollins, Ed.D.

Superintendent

Phone: (479) 750-8800

Fax: (479) 750-8812

September 28, 2009

Ms. Mary Ann Brown
Arkansas Department of Education
Public Charter School Office
Four Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

Dear Ms. Brown:

The purpose of this letter is to provide an official response on behalf of the Board of Education of the Springdale School District, Springdale, Arkansas, to the request of Sky Foundation, Inc., located at 4444 North Clausen, Oklahoma City, Oklahoma, to establish a charter school titled "Dove School of Excellence" within the Springdale School District. The Arkansas State Board of Education should base its consideration of this application on whether or not the Dove charter school is positioned to offer a higher quality educational opportunity than that offered by the Springdale School District. The Springdale School Board has reviewed the Dove charter school application and has found that the programs and services described in that application do not appear to equal or exceed the services currently being provided to Springdale School District children. Therefore the Springdale School Board opposes the Sky Foundation, Inc., charter school proposal and petitions the Arkansas State Board of Education to deny that request.

RECEIVED
SEP 29 2009

CHARTER SCHOOL OFFICE

Sincerely,



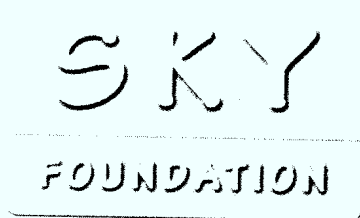
David Van Bebber, President
Springdale School Board

Copies: All School Board members
All assistant superintendents

Application Cycle 2010

Letter of Intent

Dove School of Excellence



4444 N. Classen Blvd.,
Oklahoma City, OK, 73118
Phone: (405) 528 - 2800
Fax: (405) 528 - 2801

June 29, 2009

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

Dear Sir/Madam,

This is a letter of intent to apply for an open-enrollment charter school in Congressional District Three. Sky Foundation is a non-profit organization, which is dedicated to working for the enhancement of education in our community. Sky Foundation has been operating four charter schools in the state of Oklahoma since 2000. The Board of Directors of the Sky Foundation is dedicated to quality education and promotes science, mathematics and educational technology in school environments. The Board members have a great deal of experience in science, mathematics, and computer education at national as well as at international level. Members of this unique board are volunteers and no member is paid for the services he or she provides.

The proposed charter school, whose name will be Dove School of Excellence will serve students in grades Kindergarten through 12. The school will begin with 300 students in grades K-8. Grades 9 through 12 will be added one year at a time, with 50 additional students beginning at year two. Full enrollment will not exceed 500 students. The proposed charter school will have rigorous educational program and will place special emphasis on Math, Science, and Technology education.

We would like to serve together to best meet the respective needs of the all the students in Springdale/Fayetteville area. We look forward to hearing from you.

Should you have any questions, please do not hesitate to call or write an e-mail.

Sincerely,

A handwritten signature in cursive script that reads "Bilal Erturk".

Bilal Erturk, President
Email: bilal.erturk@okstate.edu

RECEIVED
JUN 30 2009

CHARTER SCHOOL OFFICE

Application Cycle 2010

Application

Dove School of Excellence



4444 N. Classen Blvd.,
Oklahoma City, OK, 73118
Phone: (405) 528 - 0808

August 10, 2009

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

RECEIVED
AUG 13 2009
CHARTER SCHOOL OFFICE

Re: Change of the location for the proposed charter school

Dear Sir/Madam,

On June 30, 2009, the Sky Foundation of Oklahoma submitted a letter of intent to apply and establish an open enrollment charter school in Fayetteville, Arkansas to be in operation for the 2010-2011 school year.

On behalf of the Sky Foundation, I respectfully submit this letter of intent to change our proposed school location from Fayetteville to Springdale, Arkansas due to demand from local community leaders and a greater need in Springdale as appose to Fayetteville.

Our previous letter of intent was submitted on a timely manner. We are kindly asking this request to be granted and this letter will serve as the letter of intent to establish an open enrollment charter school in Springdale.

We will proceed to send letter of intents to local groups and will be in compliance with all other requirements of the charter school application. We will meet the needs of students and the public in Springdaie area.

Should you have any questions, please do not hesitate to call or write.

Sincerely,

A handwritten signature in black ink, appearing to read "Bilal Erturk". The signature is fluid and cursive, with a large initial "B" and "E".

Bilal Erturk, President
Email: erturk@okstate.edu



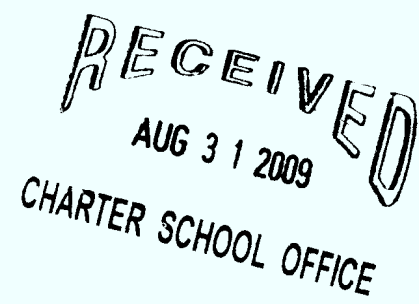
NOTICE OF PUBLIC HEARING

For a proposed public charter school in Springdale

Sky Foundation, Inc. intends to establish an open enrollment public charter school and will hold a public hearing about the proposed school, Dove School of Excellence. The public hearing will be held on the following date, time and location:

Sunday, August 30, 2009 ♦ 2:00 PM
Springdale Public Library
Shiloh Room
405 S. Pleasant. ♦ Springdale, AR 72764

Dove School of Excellence will offer exemplary college prep education to underserved communities. Dove School of Excellence is likely to draw its students from Springdale and Fayetteville area. Community members, parents, students, and any interested persons are cordially invited.



Dove School of Excellence

Springdale, Arkansas

A Charter School Proposal

Planning to Open in 2010-2011

Submitted by

Sky Foundation Inc.

August 31, 2009

Table of Contents

Chapter #	Section	Page
Part A & B	General Information and Description	1
Part D	Required Information	4
1	Public Hearing Results	4
2	Requirement of Ark. Code Ann. §6-23-302 were met	4
3	Governing Structure	4
4	Mission Statement	8
5	Educational Need	8
6	Educational Program	12
7	Academic Achievement Goals	30
8	Curriculum Development And Alignment	39
9	Geographical Service Area	41
10	Annual Progress Reports	41
11	Enrollment Criteria And Procedures	42
12	Staffing Plan	12
13	Business And Budgeting Plan	46
14	Financial And Programmatic Audit Plan	50
15	Arkansas Public School Comp. Network Assurances	50
16	Facilities	51
17	Student Services	51
18	Food Services	55
19	Parental Involvement	56
20	Waivers	58
21	Desegregation Assurances	61
Attachment-1	Public Hearing Sign-up Sheet	64
Attachment-2	Pre-bill for Arkansas Democrat Gazette	68
Attachment-3	Copy of Newspaper Advertisement	71
Attachment-4	Certified letters to Superintendents	78
Attachment-5	Bell Schedule	81
Attachment-6	School Calendar	83
Attachment-7	Lease Agreement	85
Attachment-8	Budget	87
Attachment-9	Salary Schedule	91
Attachment-10	Non-profit Status (Exemption Letter)	93
Attachment-11&1	Evidence of Parental and Community Support	99
Attachment-12	Statement of Assurances	103

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: Dove School of Excellence-Springdale

Grade Level(s) for the School: K-12 **Proposed Enrollment:** 650 (375 first year)

Name of Sponsoring Entity: Sky Foundation

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

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education
- ☐ a governmental entity; or
- ☒ an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code (provide evidence). (A copy of the entity's current letter from the IRS reflecting tax exempt status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Bilal Erturk

Address: 4444 N. Classen Blvd. **City:** Oklahoma City **ZIP:** 73120

Daytime Phone Number: 979-229-4247 **FAX:** 405-524-9471

E-mail: erturk@okstate.edu

Charter Site Address: 901 W. Robinson Ave. **City:** Springdale **ZIP:** 72764

Date of Proposed Opening: Fall of School Year 2010-2011

**Chief Operating Officer
of Proposed Charter:** Kaan Camuz (interim) **Title:** Superintendent

Address: 919 NW 23rd St **City:** Oklahoma City

ZIP Code: 73106 **Daytime Telephone Number:** (405) 306-1215

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

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

17,429 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets if necessary).

1. Springdale School District, AR
2. Fayetteville School District, AR

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

The mission of Dove School of Excellence (DSE) is to provide a safe and stimulating environment which will cultivate academic and social development for all students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

The educational philosophy of DSE is that school exists for the welfare and dignity of the child. Education at DSE is student-centered and each child is recognized as a unique individual with unique interests, needs, and abilities. DSE aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. DSE will focus on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of DSE is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school, their perception of "school" transforms.

DSE will be a college preparatory charter school focusing on math, science, and technology. Members of the DSE believe that excelling in math and science prepares youth to succeed in college, the workplace and the 21st century. Our vision is to enable students to succeed in school and have options to enter math, science and engineering careers. Initially, we will have grades K through 8; then one more consequent grade will be added every year afterwards. Total number of students will steadily increase in five years to reach 650 (as shown below).

Years	Student Addition	Grades	Total
One	225 students in K-5 and 150 in for 6 - 8	K-5, 6, 7, 8	375
Two	Additional 50 students	K-5, 6, 7, 8 , 9	425
Three	Additional 75 students	K-5, 6, 7, 8 , 9,10	500
Four	Additional 75 students	K-5, 6, 7, 8 , 9,11	575
Five	Additional 75 students	K-5, 6, 7, 8 , 9,12	650

Dove School of Excellence's school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents). Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. DSE will utilize technology across all of these dimensions to reinforce its school model and curriculum.

The success of our school model has drawn nation-wide attention from different segments of the community, encouraging us to initiate K-12 programs with similar goals and objectives for traditionally underserved communities. We believe that our dedication, experience, and resources will enable us to provide high quality education to students and their families throughout the Springdale area.

1. 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.

A public hearing was held on August 30, 2009 at Springdale Public Library located on 405 S. Pleasant. The public meeting started at 2:00PM. Mr. Kaan Camuz, Superintendent of Dove Schools, provided a PowerPoint presentation. He talked about the mission, educational program, and plans for the proposed school, Dove School of Excellence (DSE). Mr. Camuz also talked about Dove Schools' success in Oklahoma. After completing nearly a forty-five minute presentation, people from the audience asked questions about the proposed school.

At the beginning of the hearing, there were more than thirty people in the room. Several others came in and out during the presentation. One of the first questions was the location of the proposed school. Several teachers in the audience (they identified themselves) asked about salary schedule "if it was compatible to the local schools." A question regarding ESL program was asked "if the school would have students with limited English students." Mr. Camuz responded each of these questions and people seemed satisfied.

At the end of his presentation, Mr. Camuz asked that if they were willing to register their children to Dove School of Excellence. More than half raised their hand. Mr. Camuz asked others, what was their hesitation? Some said they wanted to know more about the school and especially teachers. Participants said that they will be back if they had more of these meeting in neighborhoods or in the proposed school building. Many attendees were very supportive of a college preparatory charter school in Springdale, especially in areas of science and math. Finally, Mr. Camuz asked participants to sign-in their names and some of them did sign their names (**Attachment #1**).

2. Provide documentation that each of the following requirements of Ark. Code Ann. §6-23-302 were met:

All of the following requirements of Ark. Code Ann. §6-23-302 were met;

- A. Public hearing was published in the Arkansas Democrat Gazette (**Attachment #2**).
- B. Copy of the Notice of Public Hearing in newspaper (**Attachment #3**).
- C. The last public hearing notice was published on August 23, 2009 (**Attachment #3**).
- D. Letters were sent to superintendents of Springdale and Fayetteville (**Attachment #4**).

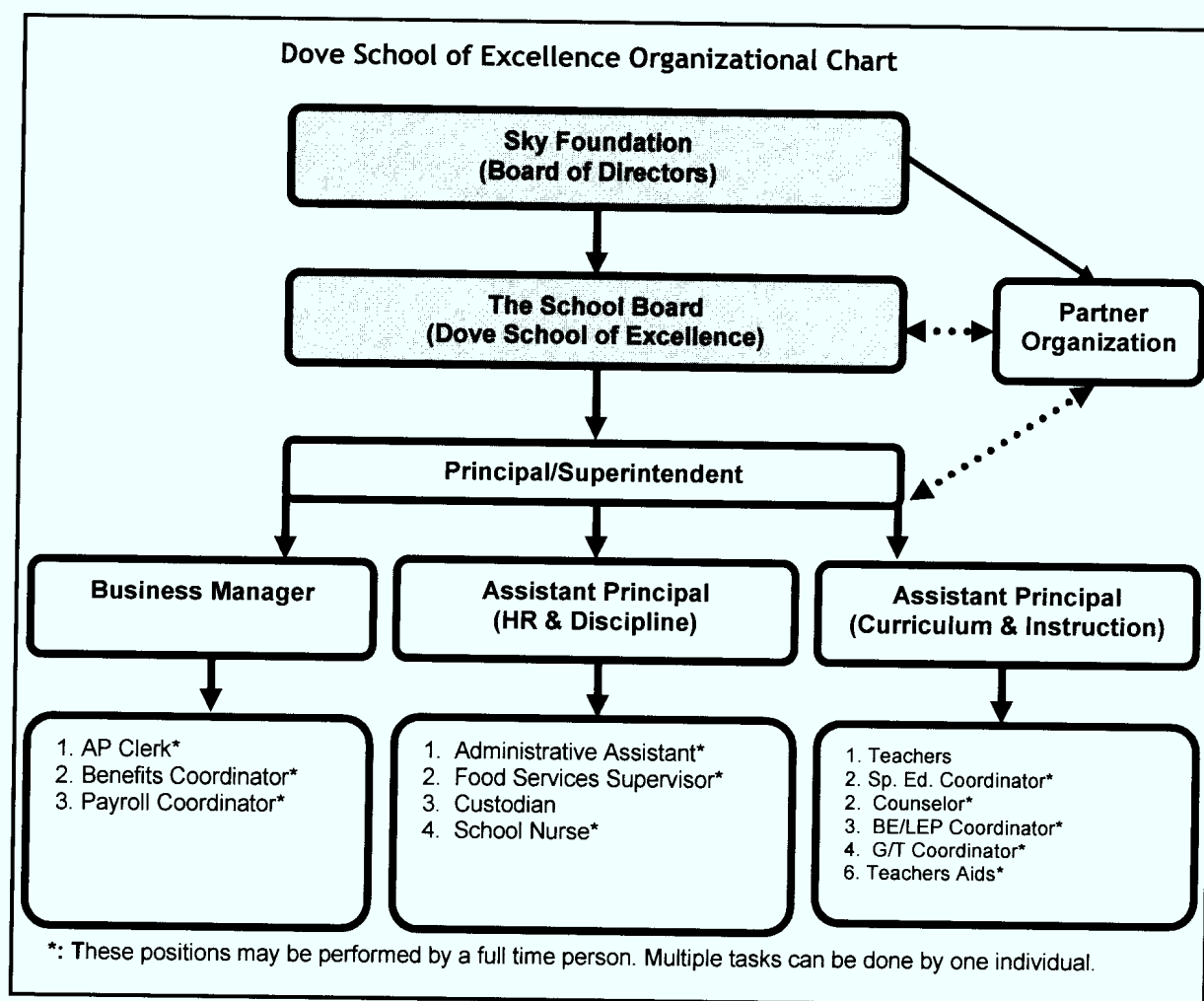
3. Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school.

Governing Structure

Sky Foundation (SF), an Oklahoma based non-profit organization, will establish the proposed school in Springdale, AR. The primary purpose of the SF is to organize and operate exclusively for charitable, educational, scientific and literary purposes. The SF governing board currently consists of five board members (directors). The SF will form a school board for the proposed charter school within forty five (45) days following the charter's approval. The purpose of

creating a school board is to have local input and broaden community support in the greater Springdale area. The proposed school will have a principal, two assistant principals, a business manager, an administrative assistant, teachers, and support staff. Number of positions and employees may be added to respond increase in enrollment (see Figure below). A superintendent's position may be created when enrollment exceeds 300.

The Sky Foundation has been partnering with Cosmos Foundation to serve and operate its charter schools in Oklahoma. Both of these foundations will continue their partnership to establish this proposed school in Springdale, AR. This partnership has been instrumental in establishing a structure that will ensure fiscal and managerial efficiency.



Board Composition

The board of directors of the Sky Foundation has committed to the development and operation of new public charter schools in Springdale. The board of directors of the SF is dedicated to quality education and promotes science, mathematics, and engineering, and technology in school environments. The board of directors of the SF possesses expertise in education, finance, management, and non-profit governance. In addition, the SF members have a great deal of

experience in school administration, science, mathematics, and computer education at a national as well as at an international level. Individually and collectively, each member of the SF has outstanding experiences and qualifications that are necessary to govern multiple successful charter schools. Members of this unique board are volunteers and no member is paid for their services.

The School Board shall consist of no fewer than five voting members. The officers of the School Board shall be a president, two vice presidents, a secretary, and a treasurer. The School Board shall protect the public interest and upholds the public's trust by applying the highest standards of service in governing the school according to its by-laws, and relevant state and federal statutes. The members of the School Board will be made up of dedicated educators and distinguished community members. The members of the School Board shall possess expertise in education, finance, management, and non-profit governance.

Selection Process and Recruitment

One of our primary goal regarding board member recruitment and selection is to build a diverse board membership around the core values rather than around the unpredictable results of school board elections or friendship. The Sky Foundation intends to recruit its future school board members from the volunteers who participate in activities of the foundation and its charter school. In general, these volunteers may share similar goals and objectives of the foundation. Currently, the Sky Foundation is the process of identifying potential school board members. The members of School Board will be identified and approved by the Sky Foundation within 45 days following this charter's approval.

A person who meets any qualification requirements to be a school board member and who has been duly nominated may be elected as the school board member. School board members shall be elected by the vote of a majority of the board of directors of the Sky Foundation. Each school board member shall hold office until a successor is elected and qualified. After establishing initial school board, the following elements will be considered in order to have effective board recruitment and nominations;

- **Establish year-round committee;** Because board recruitment and nominations is such an important activity, a year-round committee will be established.
- **Link recruitment to the strategic plan;** The board, or the board development committee, will reviews the mission, vision, goals and strategies, and then determines any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the board to do its part in advancing the strategic plan.
- **Profile the current board;** The board development committee will create a profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors will be arranged down the side of the matrix.

Responsibilities

The Sky Foundation will ultimately be responsible for the affairs of the foundation and the proposed school. The SF will have the final authority to elect and/or approve members of the School Board. This process will ensure that new members will share the vision and the mission of the founding coalition. Continuity between the SF's vision and the School Board will also be

assured by having at least two members of the SF to serve as members of the School Board. These two members will be nominated and appointed to the School Board annually by the SF according to its bylaws. Another key in maintaining the continuity between the SF's vision and the School Board is that the decisions are made for and only for the welfare of Dove School of Excellence as a whole rather than in response to personal priorities.

The Sky Foundation will provide the general governance function, which encompasses legal responsibilities, general oversight, planning, policy-making, and fiduciary obligations. The board of directors of SF will carry out their statutory responsibilities associated with establishing and monitoring the charter school in an efficient and ethical manner and in compliance with local and all other applicable state and federal laws.

Members of the Sky Foundation understand that the ultimate responsibility lies within its governing body. The Sky Foundation will ensure that the School Board shall operate the school according to this charter. The Sky Foundation may not delegate the following duties to the School Board:

- a. final authority to approve, adopt and/or amend the budget of the charter school,
- b. final authority to approve direct disposition or safekeeping of public records,
- c. final authority to approve audit reports, and
- d. final authority to adopt policies governing charter school operations.

The School Board shall have minimum of five board members. The number board members in the School Board may be increased as needed by the SF. Members of the School Board will play an active role in the activities of the subcommittees listed below, their roles and responsibilities are listed within these subcommittees;

Academic Policy: Reviews curriculum to ensure compliance with the mission of the school; recommends policy changes to the board where appropriate; and participates in the development of program development and evaluation,

Community Relations: Seeks out active involvement of the community; act as liaison among board members, staff, parents, volunteers, and community to ensure strong support for school operation; help school administrators to do fund raising; plan social events; and oversees a strong home/school communication program.

Facilities and Equipment: Determines space and equipment needs and costs associated therewith; develops plans for any necessary renovations to campuses.

Finance: Review actual revenues and expenditure reports; drafts annual operating budget with school superintendent to be approved by the SF.

Role of the administrators, faculty, parents, students, and community members

We recognize that parent involvement is essential as we partner to educate our students and to prepare them for life-long learning. The schools, families, and community must all be actively involved in developing strong programs and policies that support the academic success of every student in our school. A strong continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement. The parent involvement creates a positive bond between the home and the school. Therefore we will create a more responsive and inviting school climate to increase the level of family engagement. Following the establishment of the proposed school, parents will be asked to

form various committees (i.e., PTO, Family-School Action Team, School Improvement Committee, Parent Advisory Committee, Fundraising Committee, etc.) in conjunction with faculty and staff. In addition, parents will sit in school board subcommittees.

School administrators will pay attention to concerns of the faculty, staff, parents, and school community to maintain a productive and an encouraging relationship with everyone. This will be supported by an open-door policy that is implemented by all the administrators. Weekly meetings will be held with the faculty members to strengthen the relationship between the administration and teachers. Faculty members will take part in the school board subcommittees specifically in Academic and Facility and Equipment subcommittees.

Dove School of Excellence is committed to build involvement capacity in: communication with community leaders, mentorship, volunteering, at-home learning, decision making, collaborating with the community on school projects, and advocacy. Upon approval of this charter proposal, members of the School Board will hold several open houses. In these open houses, the new administrative team will provide power-point presentations regarding our proposed programs and school expectations from its prospective parents and students.

The School Board and the administrators will annually hold a public meeting for and with parents, family, and school community members to inform, explain, and discuss yearly school and student progress data and school program plans, including financial program information. Parents, families, and school community members will annually assess the effectiveness of its school program, including the family and community engagement component.

4. Give the mission statement for the proposed open enrollment charter school.

The primary goal of the Sky Foundation is to establish an open enrolment charter schools focusing on math, science, engineering, and technologies and to promote and to create an environment that will nurture a desire to obtain a college education for underserved communities. Therefore *“The mission of Dove School of Excellence is to provide a safe and stimulating environment which will cultivate the academic and social development for all students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.”*

5. Provide a description of the educational need for the schools

A recent report prepared for Members of Congress by the Congressional Research Service highlights a growing concern that the United States is not preparing a sufficient number of students, teachers, and practitioners in the areas of science, technology, engineering, and mathematics (STEM). A large majority of secondary school students fail to reach proficiency in math and science, and many are taught by teachers lacking adequate subject matter knowledge.

There are a limited number of schools in Springdale area that offer a comprehensive college preparatory program emphasizing mathematics, science, and technology (STEM). DSE will strive to play a role in satisfying this need. University of Arkansas and other institutions of higher learning currently offer programs in mathematics, science, and technology. DSE will offer programs to develop the necessary skills for its students to enroll in Science and Engineering departments in local and national universities; to compete in the increasingly

demanding workplace of science and technology; and to contribute to the long-term economic development of the region.

DSE is planning to serve mainly students in Springdale area. The following table and chart represent the demographic subgroups of the Springdale school district that DSE intends to serve.

2008-2009 Springdale School District Ethnic Breakdown						
	White	Hispanic	Asian/Pt	Black	Native	Total
Population	8381	7110	1413	415	110	17429
(%)	48%	41%	8%	2%	1%	

The following tables show that achievement of Springdale School Districts' students is below state averages in Literacy and Math for about all grade levels. Specifically, minority subgroup populations, Hispanic and African American, perform 20 to 30% below state average in both Literacy and Math. This table clearly depicts that there is a great need for a school that offers rigorous math and science programs to low achieving students in Springdale area.

2007-2008 Augmented Benchmark Examination Results					
			Springdale SD	State	
			% above Proficient	% above Proficient	
Grade 3	Literacy	Combined Population	59.8	64%	
		White	77.3		
		Black	51.7		
		Hispanic	43.8		
	Math	Combined Population	76.8	79%	
		White	88		
		Black	58.6		
		Hispanic	67.9		
Grade 4	Literacy	Combined Population	63.8	67%	
		White	77.4		
		Black	60.7		
		Hispanic	49.5		
	Math	Combined Population	72.3	74%	
		White	83		
		Black	53.6		
		Hispanic	62.9		
Grade 5	Literacy	Combined Population	65.3	64%	
		White	77.9		
		Black	47.4		
		Hispanic	51.3		
	Math	Combined Population	65.4	67%	
		White	77.2		
		Black	47.4		
		Hispanic	52.3		

2007-2008 Augmented Benchmark Examination Results				
			Springdale SD	State
			% above Proficient	% above Proficient
Grade 6	Literacy	Combined Population	62.6	63%
		White	79.8	
		Black	76	
		Hispanic	43.5	
	Math	Combined Population	70	72%
		White	82.3	
		Black	76	
		Hispanic	57.9	
Grade 7	Literacy	Combined Population	59.7	57%
		White	77	
		Black	71.4	
		Hispanic	42.4	
	Math	Combined Population	64.6	62%
		White	77.5	
		Black	64.3	
		Hispanic	52.1	
Grade 8	Literacy	Combined Population	61	67%
		White	72.9	
		Black	36	
		Hispanic	48.1	
	Math	Combined Population	54.7	56%
		White	67.2	
		Black	36	
		Hispanic	40.6	

DSE will be excellent addition to Springdale to address this critical need of having a college preparation charter school focusing on Math, Science, and technology. DSE will provide exemplary education to underserved population especially Hispanic and African American population which constitutes of 43% of the district population. DSE's rigorous academic program will present a choice as an alternative path for students and families of Springdale.

According to national statistics, minorities and women are still underrepresented (about 10%) in the high-tech and science careers. DSE will focus its efforts on becoming a vehicle for underrepresented communities and women to select and succeed in rigorous programs of studies and careers in Math, Science and engineering fields.

One of the priorities in schools today is the safety of students. Parents are looking for a small campus where they can leave their children in a safe and nurturing environment. While the proposed communities at large are suffering in both the short and long run from the violence and instability that may occur in and around large schools, DSE is committed to standing against any and all threats by forming a safe campus environment through ongoing monitoring and

supplemental supervision for the students. As a small sized campus, DSE will have the secure and conducive learning environment that parents hope to find.

There is a need for strong parent/teacher/student relationships. We strongly believe that establishing a positive relationship with students' families is an important tool in school reform, particularly in low-income, urban districts where educators traditionally struggle to build parent involvement. Faculty and administrators of DSE will conduct periodic home visit for all students. Home visits help establish rapport between parents and teachers. During home visits, teachers discuss student progress, school programs and planning; and parents provide invaluable feedback and input; thus students improve both academically and socially. Home visits will be an integral part of our educational program and we believe that home visits will contribute greatly to our students' success.

The school plans to implement a campus-wide Character Education Program that will help our students build unshakable character and the personal and professional skills needed for future leadership. Students at DSE will be encouraged to take responsibility for their actions, seek role models and develop into good citizens with high ethical and moral values. Parents will be regularly informed about the Character Education Program to ensure that they will also be involved in our effort in inspiring good behavior in our future leaders. Students will also meet and interact with professionals during Career Days and develop an early inclination toward success for their future aspirations.

Integration of technology into various curricula has been an ambitious goal in schools. DSE will serve as a unique school in the region where technology is widely and scientifically used as a student-oriented learning tool.

Students in our schools will benefit from being taught the significance of giving back to community. Parents and students will actively be involved in the community service program at DSE and reach out to the community as the community in turn adopts ideas and contributes to the school. The demand for professionals with a strong math, science and technology background outpaces many other non-technical careers. Attracting young people to attend high schools, and giving them the motivation to pursue their academic goals in a college by preparing them for higher education is one of the aims of DSE.

Students in middle and high school will be introduced to research methods. DSE students will be asked to complete a science project every year. This research effort will be an enrichment activity, a family experience, an early start to academic work, an opportunity to develop a portfolio, a reference for the best colleges, and a way to establish connections with universities. Students will have the opportunity to work on advanced projects under the supervision of college professors and students. Students in our schools need and can greatly benefit from this type of exposure.

The Character Education and Teen Leadership programs will meet the need for instilling ethical and moral values in our children and will develop leadership skills in our youth. DSE plans to implement a campus-wide Teen Leadership Program that will help our students build great character, exemplary personalities, and skills for future leadership.

The Career Education Program will address the needs of middle and high school students by helping them learn more about themselves, the corporate world, and various professions in order for students to make the perfect match. In the Career and Technology, students will be guided to follow different tracks such as business, health, technology, trade, etc.

6. Describe the educational program to be offered by the charter school.

DSE aims to prepare students for academic success in their further endeavors, to enable students to maintain a broad spectrum of options for their future career choices, and to prepare them to be responsible and productive citizens. DSE students will receive an academically rigorous college preparatory education regardless of their race, ethnic origin, national background, or socioeconomic status.

DSE will use strategies predicated on diverse research-based approach in that the age and individual learning preferences will determine the way skills are taught (e.g., use of Learning Styles and Multiple Intelligences). Additional services will be contracted to provide a comprehensive program for identified special learners (i.e. special education, ESL, etc.)

Goals, objectives, and content in all subject areas and grade levels under the Arkansas Curriculum Frameworks. DSE embraces all the state's goals and objectives related to curriculum. Educational programs mirror and support the state's aims through:

- Selecting textbooks and other instructional materials that are aligned to the Arkansas Curriculum Frameworks.
- Maintaining updated information provided by Arkansas Department of Education related to the Arkansas Curriculum Frameworks' requirements.
- Requiring curriculum for each content area and grade level that is consistent with the state's Curriculum Frameworks.
- Ensuring rigor in the school's curriculum.
- Articulating the parents, students and others in the community as to what students should know and be able to do at each grade level.
- Ensuring that knowledge and skills meet the learning needs of all students.
- Providing professional development to teachers and others related to the state's Content Standards (from resources provided by the ESCs, the Charter Schools Resource Center, and other appropriate sources)
- Ensuring student assessment measures that are aligned with the ACTAAP and the Arkansas Curriculum Frameworks.

DSE's core curriculum will integrate and require mastery and skill development in the areas of science, computer, technology applications, English language arts, social studies, and mathematics. In addition, DSE will incorporate an enrichment curriculum, which includes a secondary language (Language Other Than English-LOTE), fine arts, health and physical education, economics, especially laboratory instruction for secondary school along with the science and technology education. Oral and written language activities will be embedded in the curriculum in conjunction with adventure projects, technology, art, music, movement, drama, dance, and games.

The curriculum of DSE will combine traditional teaching methods with student-based curriculum in an inter-disciplinary, collaborative classroom environment; Project and service based learning, individualized attention to each student's educational needs, and a rigorous process of assessment and evaluation.

Student-based curriculum will give priorities to the students' interests. The teacher's role is to guide these interests, providing the skills and tools, as they are needed. The teacher, an expert in his/her discipline of study, will guide student interests to that discipline, finding opportunities for demonstrating relevance by asking essential questions, questions of relevance to the students' lives, questions that are worthy of the effort to think and questions whose answers might make a difference in this world. Student based curriculum is best taught through inter-disciplinary project based learning.

While the teaching plans of a scripted curriculum may provide a series of activities, no scripted curriculum can reflect the needs, interests and varied skill levels of an individual class of students. Student-centered curriculum is not a set of textbooks and teacher-proof teaching plans. Student-centered curriculum calls on commitment from teachers and students to go beyond Chapter One and the questions at the end. This curriculum provides a forum for thinking, calling on teachers to facilitate the students' desire to learn how to think about the world, how to assess information, how to integrate new knowledge into what they have learned and experienced, and how to become a contributing member of society.

These interdisciplinary projects will allow the students to prepare for real-world challenges, connecting the core subjects instead of segmenting them. The ability to read is the key to knowledge; the ability to perform math is the key to analyzing that knowledge; the ability to speak, listen and write are the keys for clarifying and sharing new knowledge. English/language arts and math skills support all disciplines, providing a vehicle for examining scientific and social problems. When these interdisciplinary projects are supported through service learning, which is a method of connecting service to the curriculum and fostering growth through reflection; school becomes the student's vehicle for becoming a contributing member of society.

Integrating standards into the curriculum is a complex endeavor that brings added dimensions to the curriculum-development process. Traditionally the school curriculum provides a plan of instruction that indicates structured learning experiences and outcomes for students. It specifies the details of student learning, instructional strategies, the teachers' roles, and the context in which teaching and learning take place. More recently, however research on teaching and learning and research on the characteristics of successful schools have broadened the scope of curriculum to include everything that affects what happens in the classroom and consequently affects student learning. The process of integrating standards into the curriculum emphasizes learning and growth for all as the natural and desired outcome of reform in the schools. From that perspective, a standards-based curriculum includes goals, objectives, and standards, but also everything that is done to enable attainment of those outcomes and, at the same time, foster reflection and revision of the curriculum to ensure students' continued growth. Curriculum development is most successful when educators collaborate with parents, community members, and students.

"Before" and "after" school services will be provided to facilitate working households and single parent homes at the school. The programs will deepen the educational offerings of the day school and extend the learning time for the students in an atmosphere that is both relaxed and supportive. Students will experience situations that are both structured and student driven. The school will be open from 7:30AM to 5:00PM for 180 days (**Attachment-5 and -6: Bell Schedule and School Calendar**). The school will offer the following educational settings:

- Multi-age grouping when appropriate
- Integration of the visual and performing arts into the curriculum
- Character Education
- Core Knowledge
- Learning Styles
- Placement in appropriate learning groups based on assessment
- Individualized instruction
- Developmentally appropriate practices
- Parent and community education
- Technology
- Intensive English and oral language development

The academic staff including teachers will pay close attention to the sequence of courses taken and place the students in courses in a logical order based on the cumulative nature of certain core subjects. Using Content Standards as a foundation, teachers will have curricula for each course that meets all the objectives through written assignments, projects, group discussions, formal instruction, peer tutoring, or computer assignments. Many resources will be used such as state-adopted textbooks and other educational materials, teacher created lessons, as well as educational software systems.

The curriculum of the school is comprehensive and broad in scope. An ongoing review and analysis process of all aspects of the curriculum ensures that students are always afforded a challenging program. The sequence of all program courses is matched with the local school districts program offerings, thereby enabling students a smooth transition into and out of the school as well as to the local school districts.

We will strengthen our educational plan over time through the following activities designed for continuous improvement in educational service delivery:

- Ongoing professional development activities will enhance the knowledge base of instructional staff, thereby providing additional strategies and classroom activities that add value.
- Regional, state, and national conference and seminars attended by the administrators and staff members will provide additional resources to increase the academic services.
- Retention of qualified staff members will ensure that continuous improvement in the educational plan occurs. As experience increases so will the quality of services.
- Onsite professional development for both administrators and instructional staff will broaden the knowledge base and add value to the educational services.

- The utilization of technology and the internet will offer unlimited resources for instructional staff.
- Annual evaluations regarding academic progress, parent satisfaction, and teacher satisfaction will provide feedback that will strengthen the educational plan.

DSE strongly encourages those students who are performing higher than their age level to advance by taking courses from an upper grade. Therefore the sequence given in this section has students taking the same subject at different grade levels.

Course Competencies and Course Descriptions

The school will focus on core knowledge (i.e. math, language arts, science, and history and essential skills) so that students may achieve the mastery upon which further learning will build. The DSE education program also includes comprehensive, computer, health and physical education. School administrators and faculty at the DSE will work to align the curriculum with the frameworks. The core DSE grade-level outcomes will meet and exceed the Arkansas Curriculum Frameworks and are defined in part by referring to existing national and international standards.

In the course of their studies, students in DSE are expected to develop and sharpen the skills necessary to formulate a question or define an issue. Students will learn to find relevant information using appropriate tools and to evaluate it through critical thinking and quantitative analysis, based on which they will solve problems and make decisions. And they will be able to organize and present their work both orally and in written or graphic form.

In designing the educational program and its curriculum, teachers have reflected upon what adults do in their lives and what knowledge and competencies are required to be successful. The results of that discussion serve as the backdrop for decisions regarding curriculum development and instruction.

It is difficult, if not impossible, to discuss the curriculum outside of issues such as learning environment, instructional approaches and resources, personnel, and assessment. We will begin by stating that the state curriculum will serve as the minimum standard for the educational program. This decision is based on the realization that students will enter and exit educational programs over time. It is our responsibility to provide some consistent baseline of knowledge. All students will be given the opportunity and encouraged to take at least two foreign languages. All students will receive keyboarding instruction. Beyond these minimum standards, a plethora of possibilities are available.

Decisions dealing with curriculum and instruction will be based on:

1. Student interests.
2. Students needs as determined by assessment, and
3. State minimum requirements.

As indicated above, DSE will expect its graduates to demonstrate a mastery of specific subject competencies. The following is a list of subject matter competencies that each graduate will acquire. These competencies are based on the Arkansas Curriculum Frameworks

Mathematics: In Mathematics, students will:

- The student will communicate an understanding of the properties of numbers and operations (add, subtract, multiply, divide).
- Demonstrate and apply knowledge of numbers and numerical relationships to real-world situations.
- Demonstrate, construct, communicate, and apply the properties of geometric shapes and spatial sense to connect geometry with problem solving situations
- Solve problems that connect geometric applications to other topics in mathematics and other fields.
- Use measurement attributes (length, capacity, weight, mass, area, volume, time, money, temperature, scale and angle) to describe and compare mathematical and real-world objects.
- Demonstrate the appropriate use of measuring instruments.
- Apply measurement concepts to solve problems inside and outside the field of mathematics.
- Perform the steps that comprise data analysis, from gathering information to communicating results.
- Use probability models to perform experiments and simulations.
- Apply probability and statistical concepts in problem-solving and decision-making situations.
- use the language/symbols of algebra to represent patterns
- Construct mathematical models.
- Use a variety of problem solving strategies.
- Use advanced computing procedures.
- Understand and apply advanced properties of numbers.
- Understand and apply advanced methods of measurement.
- Understand and apply advanced concepts of geometry, algebra, data analysis
- Understand and apply advanced concepts of probability and statistics.

English Language Arts: In the area of English Language Arts, students will:

- Understand and appreciate literature and the arts as expressions of and ways to interpret human experience.
- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.
- Comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
- Evaluate how the form and content of a literary work contributes to its message and impact.
- demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently
- Develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.

- Be well read as demonstrated by reading a variety of literary works representing different genres.
- Make informed interpretations of the purpose and meaning of literary works.
- Convey interpretations of personal experience gleaned from literature.
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.
-

Science: In Science, students will:

- Demonstrate an understanding of physical systems as a process of inquiry.
- Explore, demonstrate, communicate, apply, and evaluate the knowledge of physical systems.
- Demonstrate an understanding of the connections and applications of physical science.
- Demonstrate an understanding of life science as a process of inquiry.
- Explore, demonstrate, communicate, apply and evaluate the knowledge of life systems.
- Demonstrate an understanding of the connections and applications in life sciences.
- Demonstrate an understanding of the inquiry process through the study of Earth and space systems.
- Explore, demonstrate, communicate, apply and evaluate knowledge of the properties of Earth and space systems.
- Demonstrate an understanding of the connections and applications of Earth and space systems.
- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the composition and structure of the universe and the motions of objects in it.
- Know basic earth, biological, physical and chemical concepts.
- Understand basic concepts of matter and energy motion and forces.

Social Studies: In the area of Social studies, students will:

- Understand and apply civic, historical and geographical knowledge in order to become a citizen in a diverse world.
- Demonstrate an understanding of how ideas, events, and conditions bring about change.
- Apply information, concepts and perspectives from the history of our nation and the history and development of other nations.
- Demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them.
- Deliberate on public issues, which arise in a representative democracy.
- Demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions.
- Use historical research to ask and answer questions about the past.
- Recognize that regions can be defined in cultural, physical or political terms.
- Demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making.
- Accurately interpret and summarize information from maps, charts and graphs.

- Demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society.
- Demonstrate an understanding of the commonalities and differences of various systems of government.
- Understand the building blocks of representative government.
- Understand the evolution of early civilizations and the development of new ideas, institutions and systems of thought.
- Recognize that events in the past inform the present.
- Demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem-solving.
- Understand the rich and varied achievements of diverse peoples.
- Demonstrate the ability to use the tools of the social sciences.

Fine Arts: In the Fine arts, students will:

- Participate in artistic activities.
- Make informed interpretations of the purpose and meaning of artistic works.
- Convey interpretations of personal experiences in expressive forms.
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions.
- Explain how the form and content of an artistic work contributes to its message and impact.
- Explain the role of the artist in providing service to the community and world.

Foreign Language: In the area of communicating in a foreign language, students will:

- Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language.
- Understand and appreciate the culture underlying a foreign language.

Computer and Technology Applications: In this area, students will:

- Use technology to increase learning
- Understand and use current word processing systems
- Understand and use current spreadsheet software
- Understand and use current database software
- Understand and use current presentation software
- Understand the uses of a networked system and the Internet
- Understand how technology can be of service to the community

MATHEMATICS

Mathematics curriculum is one of the most focused curricula in DSE. In the math curriculum it is important for students to:

1. Understand in what sense mathematics is the study of patterns and relationships,
2. Become familiar with some of those patterns and relationships, and
3. Learn to use them in daily life.

Students will have considerable experience in making data, tables, graphs, and geometric sketches and using them, along with symbols and clear English, to describe a wide variety of patterns and relationships. Students will examine the limitations of mathematical models in describing and predicting events in real world. They will be encouraged to state their own criteria for what is a satisfactory result to discuss their judgments in terms of their purpose.

Three major characteristics of the DSE math curriculum are:

1. Problem solving is the focus of courses.
2. Basic skills in mathematics are defined to encompass more than computational facility.
3. Mathematics programs take full advantage of the power of calculations and computers.

Students will be able to understand the mathematical significance of the operations while they will be able to perform arithmetic operations. By focusing on the 'why' behind the algorithmic procedures, we are preparing students for further study of mathematics as well as the quantitative literacy of daily life.

The mathematics curriculum is integrated throughout the curriculum as much as possible. It offers a range of courses to meet different developmental and ability levels. Students work at their level and take algebra at a time that is appropriate for them. There is a great range of advanced courses for those who have a talent for math, and they are encouraged to study for national and international Olympiads.

Grades K–4: K-4 Math focuses understanding numbers, ways of representing numbers, relationships among numbers, and number systems. Students shall also understand meaning of operations and how they relate to one another. Courses during K – 5 also teach students to compute and make reasonable estimates. They will recognize, and develop patterns, relations and functions. Students will identify and use units, systems and processes of measurements

The main topics in grades K – 4 in DSE are:

Numbers and number systems, operations, algebraic symbols, algebraic models, geometric properties, transportation of shapes, Geometric Models, Systems of measurement

Grade 5: Fifth grade mathematics introduces the number sense, properties of number operations, numerical operations and estimations. Students will represent and analyze mathematical situations and structures using algebraic symbols. Fifth grade level math also cover to formulate questions and to teach to select and use appropriate statistical methods to analyze data.

The main topics in the fifth grade in DSE are: Numeric operations and estimations, develop patterns, relations and functions, Algebraic representations, Geometric Properties, Visualization and Geometric Models

Grade 6: Sixth grade mathematics is designed to make mathematics relevant to the student and to help the student become an independent problem solver and critical thinker. This course is accelerated, prepares students for algebra and geometry, and challenges those students with a high aptitude in math.

The main topics in the sixth grade in DSE are: Ratio, proportion, and scale, probability and statistics, the nature of functions, algebraic expressions and equations.

Grade 7: The intent of the seventh grade mathematics program is to provide the students with the math skills needed to be successful in their individual life styles. The program will emphasize the mastery of basic mathematics skills and concepts. The main topics in the seventh grade in DSE are: Problem solving, mental math, estimation, decimals, patterns and number sense, fractions, introduction of algebra, integers, investigation in Geometry, area, surface area and volume, ratio, proportion and percent, discrete math and probability, functions and graphs.

Grade 8: The scope and sequence of the eighth grade program is as follows: review of pre-algebra concepts, solving a full range of first degree and literal equations, operations with polynomials, factoring polynomials, inequalities, analytic geometry, simultaneous equations, functions, rational expressions, and quadratic equations.

SECONDARY LEVEL MATHEMATICS

Accepted as a philosophy that “all children can learn,” DSE will not track students into large groups, but will instead provide individualized tutoring, small group work and extra practices for those students who need more time to master complex concepts. According to the National Council of Mathematics Teachers, a shift is needed from traditional ‘paper and pencil’ approaches which emphasize computation and rote learning to an approach which emphasizes the child gaining mathematical insight, reasoning, and problem solving skills. DSE will focus on creating a developmentally appropriate math curriculum where children are encouraged to understand the conceptual bases and quantitative analysis of mathematical relations. DSE believes that the logical thought processes of mathematics are necessary to the development of critical thinking. Through exposure to the basic courses, students not only attain the computational skills needed for everyday life but also develop their ability to think clearly and to present their thoughts in a precise, well-organized fashion. The program will be flexible in that it satisfies the needs of students who are not particularly mathematically oriented, while providing the challenge and interest necessary for those who want a sound mathematical background on which to base further study.

ENGLISH LANGUAGE ARTS

Grades K – 2

Writing: Shared and interactive writing include group message writing, letter writing, and list and chart making. The expression of written ideas in K-2 begins with the teacher writing the child’s words (dictation). Students will engage in independent writing through the creation of little books and class books, as well as writing in their personal journals. Students will create and select pieces for a writing portfolio and publish approximately ten pieces throughout the year by sharing writing and use available technology for publishing.

Reading: The goal of the K-2 language arts program is to help all children develop a love of literature, in all its forms, and to encourage all to feel successful as readers, writers, and communicators, regardless of their developmental level. Program creates a developmentally appropriate classroom environment that promotes literacy learning through active involvement, meaningful play experiences, and thoughtful instruction. Students will learn how to apply concepts of print, acquire knowledge of spoken words and understand the relationships of speech to print as they develop a foundation for literacy. Students will also learn preview a selection and

use the text and visuals to access appropriate prior knowledge to make reasonable predictions and enhance and monitor the understanding of text.

Speaking: Students will demonstrate effective oral communication skills to express ideas and to present information. Students will study word families and word patterns, as well as letter sounds. These lessons will develop a solid foundation of the decoding and spelling skills that are necessary for successful reading and writing. Students will use more descriptive and specific vocabulary to name and describe people, places, things, and actions. Students will use synonyms and antonyms appropriately in speech with a correct tense.

Grade 3 – 5

Reading: Students will comprehend strategies for understanding fiction texts, and strategies for obtaining information from non-fiction texts. Students are expected to acquire and apply skills in vocabulary development and word analysis to be able to read fluently. Students will also read, examine, and respond to a wide range of texts for variety of purposes some novels are read by the entire class and others by small reading groups. Group discussions focus on character motivation, plot development, and the role setting plays in a novel. Vocabulary will be enhanced through learning to define words from their context and directly learning the definitions of assigned words selected from novels and curriculum studies

Writing: The 3-5 writing program continues to focus on teaching students to express themselves clearly in print. Grammar lessons focus on sentences using multiple clauses, verb tenses, and parts of speech. Emphasis is placed on solidifying punctuation skills learned in earlier grades and learning how to proofread and edit writing. Research skills, including note taking, report writing, bibliographical notations, and use of the Internet are taught. Students will employ a wide range of strategies as they write, using the writing process appropriately. Students will demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms and apply knowledge of Standard English conventions in written work.

Speaking: Students will use common pronouns and adjectives appropriately in speech most of the time. Students will use vocabulary from content area texts in complete sentences in appropriate sentences. Students are expected to use complete sentences most of the time to clarify and explain words and ideas orally. Students will communicate ideas sequentially or organized around major points of information using complete sentences most of the time. And also they will practice working in small groups, with partners in class discussions and sharing by asking questions to clarify understanding and responding to the questions of others in complete sentences.

Grade 6: The scope and sequence of the sixth grade English language Arts program is as follows: free writing, clustering, listing, and brainstorming, formal writing (structured paragraphs, reports, and essays, creative writing, journal writing, editing, spelling, vocabulary, and grammar, reading. This program enables our students to meet and exceed the state frameworks in Language Arts.

Grade 7: The seventh grade English Language Arts curriculum has two components: Literature and Writing workshop. Literature units are organized thematically, beginning with personal

themes and broadening to social and ethical concerns. In the study of literature, reading, discussing, and arguing about meaning and ideas take an important place. Individually and in small groups, students practice developing and finding evidence to support their interpretations of literature. Vocabulary is taught in the context of literary reading. Curricular work culminates in analytical essays. A major emphasis is on learning to write a 3-5 page critical essay with a clear thesis and correct grammar.

The writing component of the curriculum is structured on a workshop model. This is an individualized approach with students pursuing subjects of their choice in the genre they choose. Two or three blocks per week are designated for writing, and almost all work is done in class. The goal in this free choice writing is for students to use the writing process: brainstorming, drafting, content conferencing, revising, grammar editing, and revision publishing. They read, edit, and discuss one another's writing at each stage. Grammar is taught both in class and in editing conferences in which the teacher can focus on the individual writer. Each student maintains a portfolio of completed writing that is kept in the classroom throughout the year.

We think of students as reporters whose beat is the world. They are creating a story every day about what they experience and read. The collection of their writing is a kind of newspaper, an ongoing chronicle of who they are and the worlds they inhabit.

In reading, students will: Demonstrate an integrated understanding of language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting. Demonstrate an integrated understanding of major concepts, the evidence that supports those concepts, the possible application of the concepts, and the possible purposes the selection might serve. Identify, locate, and use information from the library and other sources. Demonstrate the ability to analyze and synthesize information. Respond to reading by interpreting text, developing inferences, and using background knowledge and literary elements.

In writing, students will: Write in direct response to a given prompt, using ideas, reasoning, examples, and/or commentary that is pertinent. Write in direct response to given prompt, demonstrating knowledge of grammar, mechanics, and usage. Use the writing process to develop and evaluate self-initiated writing.

In listening/visual literacy, students will: Demonstrate the ability to evaluate the content of a speaker's message. Demonstrate an awareness of the meaning(s) of a speaker's nonverbal communication. Demonstrate the ability to recognize the effects of persuasive techniques and propaganda on the meaning of what is being heard and/or viewed. Demonstrate appropriate grade level listening/viewing skills by listening to/viewing a variety of media.

In oral communication, students will: Demonstrate the ability to construct and deliver a persuasive speech. Demonstrate the ability to monitor and use personal nonverbal communication techniques effectively when speaking both formally and informally. Demonstrate the appropriate use of syntactical cues, speed, voice inflection, and emotion when reading orally. Demonstrate the appropriate grade level oral communication skills.

Grade 8: The goal of eighth grade English is to master the art of textual analysis and apply that analytic ability to essays and other writing. Students are required to write clear prose with accurate grammatical structure and to form articulate thesis statements. Students develop and

execute original projects which illuminate the texts we study, adding to the data bank of information we have about the literature.

The writing program concentrates on a text-based analysis of literature. Topics are generated by the students from questions they have written about the text. All papers are done in at least three drafts; student editors, as well as the teacher, read and comment on the essays. As a result of this editing process, students choose stronger topics for their papers, learn to define a thesis, gain a clear willingness to edit and revise, and learn to criticize one another productively. Papers are done individually and are graded at the third or fourth draft. Grammar is taught individually as part of writing conferences and as a class on specific topics. Vocabulary is generated from the literature. They will also master the skills of working in groups, negotiating and setting deadlines, and discussing the literature. The group creates a 'journal' of their textual analysis, which is graded as a team project.

At various points of the year each student will be doing independent historical research on the time periods in which the books took place and/or producing analytical and creative pieces both individually and collaboratively.

In reading, students will: Demonstrate an integrated understanding of language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting. Demonstrate an integrated understanding of major concepts, the evidence that supports those concepts, the possible application of the concepts, and the possible purposes the selection might serve. Identify basic literary elements and discuss relationships between those literary elements and textual meaning. Identify, locate, and use information from the library and other sources. Respond to reading by interpreting text, using background knowledge, using literary elements, and developing inferences.

In writing, students will: Write in direct response to a prompt using ideas, reasoning, examples, and/or commentary that is pertinent. Write in direct response to a prompt demonstrating knowledge of grammar, mechanics, and usage. Use the writing process to develop and evaluate self-initiated writing.

In listening/visual literacy, students will: Demonstrate appropriate grade-level listening/viewing skills by listening to/viewing a variety of media. Demonstrate the ability to evaluate the technical aspects of an oral presentation. Demonstrate the ability to identify the communication rituals used in everyday situations, e.g., legal, occupational, religious, social. Identify verbal and nonverbal acts in a television/or radio commercial that can be interpreted in two or more ways. Demonstrate the ability to retain information heard by using note-taking techniques to record current information, retrieve prior knowledge, and link old information to new.

In oral communication, students will: Demonstrate appropriate grade-level oral communication skills. Demonstrate the ability to validate an understanding of a message through an objective synopsis of the information. Demonstrate the ability to verbalize a set of complex directions in an organized and clearly stated manner. Demonstrate the personal development of effective strategies for rehearsing a speech.

SCIENCE

The science program is designed to use a constructive view of learning skills, sequences, and science knowledge. It is believed that we must build the student's own reality when introducing content. Meaning in science comes from relating the new experiences to what they already know, not from simply adding new knowledge to what students know.

The sequence of instruction necessarily begins with misconceptions or alternate understandings that the students have about the topic. Thus, it engages students in activities that help construct or reconstruct meaning. Science classes' strategies include:

1. Encouraging students to make their ideas explicit, presenting them with events that challenges their ideas;
2. Encouraging the process of hypothesizing, and the generation of alternative inspirations of models, enabling the students to explore these alternatives in informal and friendly ways, particularly through group discussion, and providing opportunities for students to use their new ideas in wide ranges of situations so that they can appreciate their utility.

DSE science program will concentrate more on an experimental, hands-on approach to their current definition of science while increasing the abstract knowledge of science. The science curriculum of DSE includes advanced courses in each grade for talented, gifted students and those who want to study for various competitions such as Science Olympiads, one of the biggest goals in DSE.

Science is a dynamic ever-changing discipline; thus student will be encouraged to use computers and the Internet, plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they will create. The major purpose of the science curriculum is to teach children to become self-reliant, independent problem-solvers, concentrated in science subjects, which are merged with life in a consistent manner with what is known about adolescence. It is designed to create a high level of interest in learning that will become personalized and individualized.

Activities in science are designed to integrate appropriately with other subject areas. Students practice language art skills when they communicate their thoughts by writing and presenting speeches. They use mathematical skills by graphing or calculating. Social studies are integrated when students study the impacts of science and technology on the environment. The science curriculum is integrated with the latest scientific and technological improvements by putting them into curriculum as soon as they appear. It aims for the students to follow and be aware of the latest scientific improvements throughout the world via science and technology clubs.

Grades K – 4: K-4 science introduces the general knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology with three primary goals:

1. Students will be able to communicate observations orally, in writing, and in graphic organizers (e.g. bar graphs, Venn diagrams).
2. Students will learn how to refine questions that guide scientific inquiry.
3. Students will learn and conduct scientific investigations individually and in teams (e.g. lab activities, field activities)

Grade 5 : Fifth grade science focuses on the demonstrations and application on the knowledge of systems in nature with two primary goals.

1. Students will be able to communicate results and conclusions from scientific inquiry.
2. Students will develop an understanding of structure to implement strategies for long-term, accurate data collection.

Grade 6: Sixth grade science introduces the general properties of matter, forms of energy, ecosystem and change. The content is integrated in a curriculum with three primary goals:

1. Students will be able to use scientific terminology appropriate to their developmental level to make predictions in a system (e.g., ecosystems);
2. Students will learn to work cooperatively with other students to investigate, solve problems, and analyze laboratory data, and
3. Students will learn and demonstrate safe laboratory practices.

Grade 7: Seventh grade science focuses on the theme of 'structure'. Physical, earth and life science content are integrated in a curriculum with two primary goals:

1. Students will value and use science as a process of obtaining knowledge based on observable evidence.
2. Students will develop an understanding of structure as a general concept that is common to all content areas. Technology issues and the nature of science are infused into the core. An important part of this curriculum is the personal relevance of science.

Grade 8: Eighth grade science focuses on the theme of 'change'. Earth, physical science and life science's contents are integrated curriculum with two primary goals:

1. Students will value and use science as a process of obtaining knowledge based on observable evidence.
2. Students will develop an understanding of change as an organizing science concept common to all content areas.

SECONDARY LEVEL SCIENCE

DSE believes as a philosophy that science empowers students to understand our world and how it works. Science, therefore, is the key that opens the doors that help students discover their own unique and important gifts. Their gifts must then be used to benefit the school community and the community at large. What characterizes and makes our science courses unique at the high school level is our approach of: (i) Requiring every student to take at least three years of science. (ii) Exposing a large number of students to the study of physics, one of the best indicators of student success in college science courses. (iii) Involving all students in an annual School-Wide Science Fair, which in turn prepares many for outside competitions held locally and statewide. (iv) Making three different computer classrooms available to use for science class work. (v) Providing classes in research methodology. These offer students a chance to start and continue on the road to mastering the intricacies of scientific research.

SOCIAL STUDIES

Grades K – 4: In these grade levels, students shall develop an understanding of the interactions between people and their environment. Students will develop an understanding of how cultures around the world develop and change. The course will teach students to understand forms and roles of government. Students will learn how to participate, develop, and use the skills necessary for effective citizenship. They will be able to analyze significant ideas, events, and people in

world, national, state, and local history and how they affect change over time. Students shall evaluate the use and allocation of *human, natural, and capital resources*.

Grade 5: In this grade, students shall develop an understanding of the physical and spatial characteristics and applications of geography. Students also develop an understanding of how cultures around the world develop and change. Students will learn how to participate develop and use the skills necessary for effective citizenship. The course will give student an idea how to analyze significant ideas, events and people in world, national, state, and local history and how they effect change over time

Grade 6: In this level, the meaning and importance of history will be taught. Students will identify and compare characteristics and accomplishments of major world civilizations, and interpret historical events and decisions from distinct cultural viewpoints. Students will learn geography in conjunction with their study of history.

Grade 7: In this grade, the student will be introduced to those cultures and areas of the world that play an important role in today's global community. They will be able to express their ideas about current international issues. The students will also be presented a multicultural perspective on the political, intellectual, and cultural penetration of ideas into world cultures. They will be able to distinguish between past, present, and future, identify and construct a sequence of events within a historical narrative, and make connections between historical cause and effect.

Grade 8: Eighth grade Social Studies is intended to increase students' knowledge of the history of the United States. Information is covered through a chronological approach, beginning with an examination of the American Revolution. A detailed study of the United States from 1776 through 1914 then follows. Special emphasis will be placed on geographical concepts, current events, writing, and interdisciplinary units taking physical education activity classes.

SECONDARY LEVEL SOCIAL STUDIES

Sample course offerings for secondary level Social Studies:

GRADE 9	GRADE 10	GRADE 11	GRADE 12
American History	World History	Civics/Government Arkansas history	AP US History 20 th Century America

FINE ARTS

Grades K – 4: Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas. Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and *design*. Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of *environments*, and of diverse cultures.

Grade 5: Students will research and discuss diverse cultures, styles, and periods of art. Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and *design*. So students Create art work using the *elements* and *principles* of *design* to express thoughts and experiences.

Grade 6: The basic goals of the fine art courses in this grade are intended to help students to become sensitive to the visual aspects of their environment, use art as a means of personal expression, solve practical design problems creatively, and evaluate their own and others' art work using the principles of art and the elements of design.

Grade 7: Art will be taught under three subtitles in the seventh grade. Each student will do several exercises to improve drawing skills. These are geared to improve the ability to see and to imagine. A detailed drawing will be the final project in Drawing.

Students will explore possible content in art prints or works of art. A series of paintings will be done in a progression from realism to abstraction starting with a cartoon in Paintings.

Grade 8: Students will do several exercises to improve their ability to see their environment. Contour drawing will be explored and a detailed drawing of each student's own hand will be done. After studying cubism, color, value and intensity, students will produce a painting using tints and shades of all primary and secondary colors under the two subtitles drawing and painting in DSE.

SECONDARY LEVEL FINE ARTS

The Fine Arts emphasizes the process of creation, through which students may experience their growth and development immediately and directly. Visual art, music and movement are integrated into everything and also taught as separate ways of seeing and being aware.

Grade 9: Students will develop a presentation in one or more of the arts in terms of historical, social, cultural, critical and aesthetic parameters. While doing so, they will take advantage of current and available technological advances and provide information about their development as artists and creative and critical thinkers. Moreover, they will examine the arts from a point in history to discover how art forms interacted with each other and with the social, political, spiritual, environmental, and economic issues of the time.

Grade 10: Students will focus on recurring ideological themes, images or symbols used in works of arts, and critique the facts playing a role in their continuing presence. Students will express their ideas about a concept or problem and propose multiple solutions/ technologies and evaluate the effectiveness of each solution. Students will apply what they learn in class to real life.

Grade 11: Students will learn how to create or perform a body of work that contains and reflects exploration, experimentation and development. Students will gain the ability to express their own ideas about a work of art in terms of existing and recurring ideological themes, images, symbols, styles, and technologies. Students will be able to judge a local arts event, work, structure, organization, and institution in terms of artistic, economic, social and environmental aspects.

Grade 12: Students will gain advanced skills of creative and critical thinking and the individual contribution to art forms by presenting a public exhibition or performance of personal work. Students will study social, cultural, economics, political and environmental issues surrounding

public art. Students will analyze the relationships among community values, local artistic expression, and funding for the arts.

PHYSICAL EDUCATION

Grades K – 5: Physical education program at these levels focuses on demonstrating competency in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will learn to demonstrate an understanding of the importance and health benefits of participating in lifetime sports and recreation.

Grades 6, 7, and 8: Physical education program at this level focuses on sports related activities and physical fitness. Students will be exposed to a variety of team and individual experiences. They will also be assisted in their social and emotional development. The primary purpose of physical education is to promote a healthy life style, develop motor skills, and develop a positive attitude toward physical fitness.

The program of physical education at eighth grade level includes flag football, indoor soccer, table tennis, rhythm circuit training, basketball, aerobic activities, physical fitness activities, floor hockey, volleyball, track and field decathlon, softball, and badminton.

SECONDARY LEVEL PHYSICAL EDUCATION

Grades 9, 10: This course demonstrates understanding and respect for difference among people in physical activity settings. Students will understand that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction. Students will respect the role that regular physical activity provides in the pursuit of life-long health and well-being. Through this course students will understand and develop fitness skills that can be used throughout their lives.

Grades 11, 12: This course provides an opportunity for students for further developing their skills in a variety of team and individual activities. Emphasis is placed on the understanding and employment of basic motor skills. Students will be given the opportunity to test and increase their personal level of physical fitness. In addition to increasing actual skills and developing fitness, students will learn, execute, and even create complex strategies. Critical thinking skills will be developed as student delves into sports psychology and coaching.

HEALTH EDUCATION

Grades K – 5: Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Students will learn ways to improve mental health and manage stress. Strategies will be developed for appropriately and safely expressing emotions, and students will understand the range of emotions, including extremes.

Grades 6, 7, and 8: It is known that many lifelong practices and habits are learned and acquired during childhood and youth. These growing and developing years are extremely important to the establishment of sound health practices.

Grades 9 and 10: In this grade, individual sports classes are offered. These classes will include gymnastics, step aerobics, track & field, weight room conditioning, tennis, and table tennis. Team sports will be offered which will include basketball, soccer, softball, and volleyball.

Grades 11, and 12: Students will be given fitness classes, specifically designed to bring them to an acceptable level of fitness. Students will raise their fitness level and understand its relationship to lifetime physical and mental wellness. Students will be encouraged to participate in interscholastic sports. Others may choose to fulfill their requirement by taking physical education classes. Training classes will be offered for athletes who are out of season in their particular sport or sports.

COMPUTER SCIENCE

➤ **COMPUTER LITERACY:** This course will be designed to meet the requirements for graduation in computer education. It will provide an awareness of what computers are and the ethical and historical aspects of computing. Students will have “hands on” experience with applications in word-processing, spreadsheet and database programs. Some classes will be lecture and some will be laboratory-based classes. Quizzes, tests and computer-based exercises and projects will form the basis of students’ grades.

➤ **COMPUTER APPLICATION:** This course will focus on teaching students to use computers and computer software. They will be introduced to the uses of word processors, spreadsheets, and data management systems at the level required for home and school use. By the end of the course, students will have set up a work sheet model from a spreadsheet package, designed a format for a data base, entered data, and written a report using a data management system. Students will use the word processor to write letters and resumes and will also learn to evaluate software of various kinds and learn the workings of a PC.

➤ **VISUAL BASIC PROGRAMMING:** This course, designed as a first course in computer programming, will emphasize a carefully disciplined approach to programming. Critical thinking and problem solving skills are vital to using the computer as a problem- solving tool and will be taught as a part of this course. Students will use the Visual Basic programming language to develop applications for the DOS/Windows operating system.

➤ **MULTIMEDIA:** Available for students interested in learning to use a variety of multi-media tools. During the first quarter, instruction will be given in programs such as HyperCard, Hyper studio, Adobe PhotoShop, Amazing Animation, and QuickTime.

During the second quarter, students will plan and produce a project that requires working across platforms and integrating sound, graphics, and video. Steps in the development of the project include: Identifying the goals of the project, conducting a needs assessment, preparing an analysis and designing the product, producing the project, conducting formative evaluations

throughout the development process, presenting the project to a panel for final evaluation Programming in C.

The students will attend mastery on programming. C programming language will be used on the DOS/Windows platform. Topics covered will range from basic declarations through dynamic data structures and will include all data types, files and functions.

➤ **COMPUTER AND ART ANIMATION:** This course, taught on both Windows or Macintosh platforms, will introduce students to the basic principles of drawing, graphics, design, and animation. Programs used will include PhotoShop, Infiniti-D, 3-D MAX.

➤ **DESKTOP PUBLISHING:** This course will provide students with considerable “hands-on” computer experience using PageMaker on PC or Apple Mac computers. The discussion of design concepts will be integrated with the description of how to use PageMaker.

➤ **AP COMPUTER SCIENCE:** This course will prepare students for the Advanced Placement Computer Science exam. The curriculum will follow that defined by the College Entrance board and will cover C++ programming language. Programming methodology, language structure and the ethical use of computers in our society will encompass the major focus of this course.

7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning 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 five (5) year period.

DSE will use multiple methods in assessing the needs of our students’ core academic skills. Assessment of individual student performance will be based on using combination of the following:

- Standardized assessments (i.e. ACTAAP)
- Monthly School wide Mock Exams
- Criterion referenced assessments
- Benchmark exams – ACTAAP, Norm-referenced assessments – NWEA Assessment
- Students demonstration of work
- Traditional grading system, behavioral indicators

In addition to the indicators set by the state accountability rating system, DSE expects its students to achieve the goals given in the tables below.

Table 7.1: Academic Goals and Measurable School Performance Objectives
GOAL-1: READING: *Student proficiency and achievement in reading will grow academically. 75% of students will increase their ACTAAP reading scores or national percentile in below mentioned standardized tests after two years of enrollment in DSE.*

Strategies	Performance Measure/Structure	Assessment Tools / Progress & Results
1- At the beginning of the school year, students will be given standard tests (e.g. STAR Reading test, STAR Early Literacy Test, and NWEA ASSESSMENT). These data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk.	Based on the data gathered from the tests given at the beginning, each student's individual Reading Achievement Goals will be determined by a group of trained ELA teachers. These tests will be given throughout the year to monitor the progress. Each individual student's growth will be carefully watched. At risk students will be easily detected and provided extra help (after school tutorials, Saturday programs) in order to catch up their peers.	NWEA Assessment, STAR Reading test, STAR Early Literacy Test, School assessments, Arkansas Benchmark Exam.
2-Teachers will develop individual instructional plans for all students who require remediation or enrichment.	Students who need individual instructional plans will be identified with NWEA Assessment, STAR Reading and STAR Early Literacy tests. STAR Reading and STAR Early Literacy tests will be given every month throughout the year to see if these students are responding to their individual instructional plans.	NWEA Assessment, STAR Reading test, STAR Early Literacy Test.
3-Teachers will instruct all students at instructional reading levels.	STAR Reading test results indicate each student instructional reading levels. From time to time, students at the same instructional level can be taught in small group settings.	Dean of academics and ELA department chair will make regular weekly class walk-ins to observe ELA teachers. ELA department chair should also make sure that all ELA teachers have access to test results and know how to form and instruct students in small groups.

4- Accelerated Reader: AR (Renaissance Learning) program will be implemented in school's reading curriculum in order to get students excited about reading.	Students, parents, teachers, and administrators will have access to HomeConnect website where everybody can monitor student's reading progress online.	ELA teachers will set individual goals for each student (initially based on STAR Reading Test results). School administrators and department chairs will monitor the success of the program.
5- Students will have at least 30 min daily independent reading time during school hours.	Each student will have individual achievement goals. The progress of students will be monitored and encouraged closely by school administrators and ELA teachers.	Classroom logs of family/at home reading time will be used along with AR test results.
6-Expose all students to a wide variety of literary genres.	Book drives, and fund raising programs will be organized to enhance the school library.	First year, the goal is to have minimum 3000 books in the school library.
7-Specially trained teachers will employ strategies in reading to meet the needs of individual learners.	ELA Department Chair and the school administrators will plan each teacher's personal development based on class observations and students test results.	Teachers will be required to participate 60 hours of professional development every year. School administrators will keep track of each teacher's professional development program and consult with department chairs on the effectiveness of the program.
9-Family at home reading will be encouraged.	Parents will be invited to school for informative meetings. Parents will be informed on STAR Reading, STAR Early Literacy, Accelerated Reader, HomeConnect (website where parents can have access to their kid's test results), AR Book Find (website where parents find appropriate books for their kids). Parents will be encouraged to meet with their kids ELA teachers to discuss test results. Parents will also be informed on how to establish a good reading environment at home.	Teachers will be required to keep track of parent meetings. During weekly department meetings. Teachers will be asked if they have contacted with the parents of struggling students.

10-A school-wide celebration of reading will occur.	A good school-wide reading incentive program is essential.	Principal and PTO will raise money to have good sustainable incentive program that will last for the entire year. After every grading period, students who reached their individual goals will be recognized.
---	--	---

GOAL-2: WRITING: *Student proficiency and achievement in written language will improve. 75% of students will increase their ACTAAP writing scores after two years of enrollment in DSE.*

Strategies	Performance Measure	Assessment Tools / Progress & Results
1-Complete Test item analysis to determine program strengths and areas of concern.	Based on the data gathered from both test (State and Benchmark Tests) the writing curriculum improvement plans will be determined by a group of trained ELA teachers.	Arkansas Benchmark, School assessments, Monthly School wide Mock Tests school, writing assignments.
2-Students will practice writing daily.	Maintain student-writing portfolios.	Portfolios.
3-Special trained teachers will employ differentiation strategies in writing across all curriculum areas to meet the needs of individual learners, including G/T, Special Education, and Dyslexic.	Essays, exams, portfolios, exhibitions, and oral examinations.	Differentiating the education is a key to succeed. In order to check if each student reaches his/her potential, ELA teachers and dean of academics will meet regularly to go over each student's progress.
4-Teachers will demonstrate and model examples of good writing across grade levels.	Varied writing assignments, portfolios, exhibition, and standardized tests	Varied writing assignments, portfolios, exhibition, and standardized tests
5-Teachers will use targeted writing skills across grade levels.		

6- Writing will be integrated into other curricular areas.	ELA teachers will work with Science and social studies teachers on certain assignments such as Science Fair Projects, Research Paper assignments, power point presentations of certain topics.	Dean of academics and department chairs of ELA, science, and social studies will plan this collaboration and work on the implementation throughout the year. Every semester the activities will be reported to principal. At the end of the first year, based on the experiences of the first year, a new plan will be developed.
--	--	---

GOAL-3: MATHEMATICS: *Students will demonstrate proficiency in Math. 75% of students will increase their ACTAAP mathematics scores or national percentile in below mentioned standardized tests after two years of enrollment in DSE.*

Strategies	Performance Measure	Assessment Tools / Progress & Results
1- At the beginning of the school year, students will take standardized tests (NWEA Assessment and STAR Mathematics Test). Test data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk.	Star Math tests will be given throughout the year to monitor the progress. Each individual student's growth will be carefully watched. At risk students will be easily detected and provided extra help (after school tutorials, Saturday programs) in order to catch up their peers.	The results of first year results of various tests (Arkansas Benchmark, School assessments, Monthly School wide Mock Tests school, End of Course Algebra 1, Geometry, Algebra 2, Mathcounts, AMC, STAR Math) results will be used as baseline data to determine an improvement plan for each grade level for the following years.
2-Every grade level will increase the use of math manipulative.	Teachers will be trained on how to use math manipulative.	Math department chair will monitor the usage of math manipulative.
3-Students will complete daily problem solving activities in the grade levels.	Performance on daily practice activities. Accelerated Math Program will be used daily to monitor students' progress.	By using the online reporting features of Accelerated Reader, administrators and department chairs will monitor grade level progress.
3-Specially trained teachers will employ strategies in math to meet the needs of individual learners, including BE, G/T, and Special Education.	Essays, exams, standardized tests, portfolios, exhibitions, lab practical and oral examinations. Different libraries of Accelerated Math will be used to address the needs of different groups of students, such as special education, G/T, etc.	Differentiating the education is a key to succeed. In order to check if each student reaches his/her potential, math department chair and dean of academics will meet regularly to go over each student's progress monitoring report. This feature of Accelerated Math will give clear picture if each student

		is challenged according to his/her capacity, or not.
5-Develop site-based pre and posttests for math skills at each grade level.	Accelerated math provides great tools to give pre and post tests (diagnostic tests and regular tests). This way instruction can focus on the concepts that are missed by the majority of the students. Others can be delivered in small group instructions while other students are working on their practice problems.	Accelerated Math enables school administrators, parents, and students to reach learned objectives data with just a few clicks. This way, anybody within the system can see the progress, or identify any problem.
6-Start a Math Olympics team after school program.	GT students will have a good opportunity to get in-depth math instructions during after school math Olympiad classes.	Math department chair will try to communicate with neighborhood schools to have small mathcounts competitions among these schools before participating regional ones.

GOAL-4: SCIENCE: *Students will demonstrate proficiency in science. 75% of students will increase their ACTAAP science scores or national percentile in national standardized tests after two years of enrollment in DSE.*

Strategies	Performance Measure	Progress & Results
1-Teachers will increase the number of hands-on activities and investigate labs at every grade level.	Teachers will keep a copy of graded lab reports and activity hand-outs in their portfolios as a proof of students' work. They will share their experiences with other science teachers during weekly department meetings.	Science department chair and dean of academics will check the teacher portfolios at the end of each grading period. Teachers will be encouraged to increase the number of hands-on activities.
2-Implement technological applications as appropriate. Vernier (electronic measuring interfaces/sensors) Elementary Science Lab program will be used along with traditional methods.	Teachers will keep a copy of graded lab reports and activity hand-outs in their portfolios as a proof of students' work. They will share their experiences with other science teachers during weekly department meetings.	Science department chair and dean of academics will evaluate the portfolios and talk with the teachers to determine if professional developments are needed to implement more technological applications.

3-Teachers will implement activities and provide resources to meet the individual needs of all students, including LEP, G/T, and Special Education.	Cooperative learning techniques will be used to address the needs of different individuals. Each student in a team will have certain responsibilities and the roles will be switched after each activity, including LEP, G/T, and Special Education.	During weekly department meetings, science teachers will share their experiences and get feedbacks from department chair. New cooperative learning techniques will be introduced by the department chair throughout the year.
4-Staff will continue to develop technical skills through in-service, training, classes, and mentors.	Continuous training is essential part of implementing the science program.	Principal and dean of academics will monitor the progress of staff and make some changes/improvements on the development plan as needed.
5- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Science teachers will work with ELA teachers and social studies teachers on certain assignments such as Science Fair Projects, Research Paper assignments, power point presentations of certain historical achievements in history of science.	Dean of academics and department chairs of ELA, science, and social studies will plan this collaboration and work on the implementation throughout the year. Every semester the activities will be reported to principal. At the end of the first year, based on the experiences of the first year, a new plan will be developed.

GOAL-5: TECHNOLOGY: *Students will use technology as an integrated tool in learning and teaching.*

Strategies	Performance Measure/Structure	Progress & Results
1- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Check list of classroom software use. Pre/Post keyboarding assessment in grades 4 and 5 Teachers will work on a platform that will hold digital portfolio of students. The rubrics and details will be discussed with other department chairs as well.	First year of school operation, dean of academics will make sure that department chairs will discuss and work on digital portfolio project throughout the year. Second year teachers will start to use the system for their work, and third year, 5th graders will start to use a simple system that was developed by the school to post their projects.

<p>2- Starting in grade 6 all students will present a project/topic to their class by use of PowerPoint type presentation at least in one subject.</p> <p>3- Starting in grade 8, all students will be competent the set of technical and computer skills identified below:</p> <ul style="list-style-type: none"> -able to prepare documents in all Office type programs (Word processor, Excel spreadsheet, PowerPoint multi medium slide show or Publisher advanced text compositions). -able to prepare a webpage of their own design. -able to set up a multimedia projector with PC and operate it. 	Portfolio, Presentation	
<p>4- Staff will continue to develop technical skills through in-service, training, classes, and mentors.</p> <p>5- Staff will utilize school technology.</p> <p>6- Staff will investigate to inform and facilitate discussion surrounding the issue of computer lab vs. classroom technology.</p>	<p>Classroom documentation of usage.</p> <p>At the beginning of the school year, one full day and two half days will be spent on training of staff on database, technology and software that school will utilize.</p>	<p>Training of staff will continue throughout the year. Principal will meet with technology specialist once a month and based on the feedbacks and observations made during staff meetings, class visits and walk-ins, new trainings will be planned as needed.</p>
<p>7- Purchase and utilize needed software, hardware, and technology tools.</p>	<p>As need arises, new software, hardware, and technology tools might be purchased. This will bring a new cycle of training and implementation and integration cycle.</p>	<p>Principal along with other staff members, will evaluate the effectiveness of the purchased programs and technology tools, and then decide if they will be used for another year. If yes, they</p>

		will discuss how to improve implementation and integration of the technology product to school environment.
8- Support and encourage after school parent and student computer use. 9- Assign a staff member/parent volunteer to monitor the computer lab.	Computer lab(s) will be used in the most effective way. To do this, a lab will be accessible before school, during lunch, and after school to both students and parents. During normal school day, teachers will have access to computer lab(s) at least once every other week for each of their classes. This way, if they need to use the computer lab to use either internet or other programs, they can go, if not stay in their classrooms.	After the second grading period, dean of academics will prepare a report on the usage of computer lab(s) and multimedia room. During staff meeting, principal and teachers will discuss to find more efficient/effective use of these rooms.

GOAL-6: CITIZENSHIP: *The school will provide an exemplary academic program while instilling strong character education built upon respect and responsibility, including violence and drug prevention strategies.*

Strategies	Structure	Progress & Results
1-Counselor will provide weekly lessons and morning announcements to all students.	narratives, notebook	Logs will be recorded. Results will be discussed at the end of each semester.
2-Students will develop leadership skills through character education and Student Council.		Logs will be recorded. Results will be discussed at the end of each semester.
3-Counselor and Character Education program will promote responsible behavior including violence and drug prevention.	All discipline data will be recorded in school's database and will be available to the parents online.	Discipline data will be analyzed at the end of each semester.
4-Diversity Club will promote cultural awareness by highlighting various cultures in the community.	Volunteer hours	
5-Students will participate in community service projects		

via Club activities.		
6- The principal will plan avenues for effective communication among parents, staff and administration.	Home visits will be conducted to establish effective parent-school relationships. Parent-Teacher Organization will be established. Surveys will be administered to evaluate parent-school relationships.	Results (home visit number etc...) will be collected and analyzed at the end of each semester
7- A strong parent council will work toward activities and projects that enhance the educational programs and school climate.		

GOAL-7: ATTENDANCE. *Student's attendance rate will be increased gradually over the first five years.*

Strategies	Performance Measure	Progress & Results
1-Maintain current monitoring of attendance by staff.	Daily recording and informing parents monthly with regular mails and immediately if student is not attending regularly. Attendance data will be available to the parents online through the school database also.	Student's attendance rate will be increased gradually over the first five years
2-Maintain current recognition of attendance and current incentives.		
3-Teachers will conference with parents.		

8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

DSE will follow Arkansas' Learning Standards as they are defined in the Arkansas Curriculum Frameworks, which are discipline-based and clearly describe what students must know and be able to do in each academic content area. DSE embraces all the state's goals and objectives related to curriculum. Educational programs mirror and support the state's aims through

- Requiring curriculum for each content area and grade level that is consistent with the Arkansas Curriculum Frameworks.
- Selecting textbooks and other instructional materials that are aligned to the ADE curriculum frameworks.
- Ensuring rigor in the school's curriculum.
- Articulating to the parents, students and others in the community what students should know and be able to do at each grade level.
- Ensuring that knowledge and skills meet the learning needs of all students.
- Providing professional development to teachers and others related to the state curriculum frameworks.

- Ensuring student assessment measures are aligned with the Arkansas Curriculum Frameworks.
- Aiming student proficiency in state mandated tests, i.e. benchmark tests, end-of course tests.
- Maintaining updated information provided by ADE related to the curriculum requirements.

The curriculum of the school will combine innovative teaching methods with student-based curriculum in an interdisciplinary and collaborative classroom environment. Project and service based learning, individualized attention to each student's educational needs, and a rigorous process of assessment and evaluation will be emphasized.

Student-based curriculum will give priorities to the students' interests. The teacher's role is to guide these interests and to provide skills and tools, as they are needed. The teacher, an expert in his/her discipline of study, guides student interests to that discipline, finding opportunities for demonstrating relevance by asking essential questions, questions of relevance to the students' lives, questions that are worthy of the effort to think, questions whose answers might make a difference in the world. Student-based curriculum is best taught through interdisciplinary project based learning.

While the daily lesson plans of a scripted curriculum may provide a series of activities, no scripted curriculum can reflect the needs, interests and varied skill levels of an individual class of students. Student-centered curricula are not a set of textbooks and teacher-proof lesson plans. The student-centered curriculum calls on commitment from teachers and students to go beyond "chapter one and the summary questions." An effective curriculum provides a forum for thinking, calling on teachers to facilitate the students' desire to learn how to think about the world, how to assess information, how to integrate new knowledge into what they have learned and experienced, and how to become a contributing member of society.

These interdisciplinary projects will allow for preparing the student for real-world challenges, connecting the core subjects rather than segmenting them. The ability to read is the key to knowledge; the ability to perform math is the key to analyzing that knowledge; the ability to speak, listen and write are the keys for clarifying and sharing new knowledge. English/Language Arts and math skills support all disciplines, providing a vehicle for examining scientific and social problems. When these interdisciplinary projects are supported through service learning, a method of connecting service to the curriculum and fostering growth through reflection, school becomes the student's vehicle for becoming a contributing member of society.

The academic staff including teachers will pay close attention to the sequence of courses taken and place the students in courses in a rational order based on the cumulative nature of certain core subjects. Using Arkansas Curriculum Frameworks as a foundation, teachers will develop curricula for each course that meets all the objectives through written assignments, projects, group discussions, formal instruction, peer tutoring, or computer assignments. Many resources will be used such as state-adopted textbooks, other educational materials, teacher created lessons, and educational software systems. These and other resources will be utilized from a comprehensive vantage point.

The curriculum of the school will be comprehensive and broad in scope. An ongoing review and analysis process of all aspects of the curriculum ensures that students are always afforded a challenging program. The sequence of all program courses is matched with the local school district program offerings, thereby enabling students a smooth transition into and out of the school as well as to the local school districts. The district awards course credit as prescribed by local and ADE requirements and regulations.

The sequence of the courses related with the curriculum for each grade level in the school will be as follows: Within each subject area, teachers will align curriculum based on the Arkansas Curriculum Frameworks, textbook guides, learning activities and other materials that add interest to the classes. This curriculum will include resources such as basal, projects, discussions and activities, group or peer tutoring, software support, and teacher-led instruction. Those methods will ensure that students of all skill levels and learning styles will be reached. Mastery of the objectives is tracked through tests, presentations, discussions and successful completion of the assignments.

DSE will maintain and update its curriculum to comply with all changes in Arkansas Curriculum Frameworks and state assessments according to Framework Revision Cycle.

9. 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.

DSE will be located in the city of Springdale. We anticipate drawing majority of our students from low income communities of Springdale. However we may receive students from surrounding communities specifically from city of Fayetteville. The 2006 population estimate for Springdale and Fayetteville are 63,082 and 68,726 respectively. According to the 2006-2007 statistics, Springdale school district profile was made up of 52.45 % White, 7.02 % Asian, 2.00 % Black, 37.96 % Hispanic, and 0.56 % American Indian. Of those 52% student population came from low income families in Springdale.

On the other hand, 2006-2007 statistics showed that Fayetteville district profile was made up of 75 % White, 4 % Asian, 11 % Black, 9 % Hispanic, 1 % American Indian. Of those 33 % came from low income families in Fayetteville. Schools within Washington County may be affected by the proposed Dove School of Excellence.

10. 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.*)

DSE will provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. DSE will also mail the copies reports to the parents. In addition, DSE will publish an annual report in its website.

11. 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 Code Ann. §6-23-306(14)(C).

DSE will comply with all state and federal regulations regarding admission and the school shall not discriminate in admissions based on gender, athletic ability, national origin, ethnicity, religion, disability, academic ability, or artistic ability or the district the child would otherwise attend. Applicants wishing to attend DSE will submit a completed application forms before the application deadline. The application deadline will be July 1 for the first year of operation and April 1 for following years. If the number applicants are below maximum targeted enrollment by the application deadline, all students will be accepted on a first-come, first-served basis.

A random (lottery) anonymous student selection method will be utilized, in the event that more students apply for admission to DSE than can be accommodated under the terms of the charter, except as allowed for in Code Ann. §6-23-306(14)(C). The lottery will take place within fifteen days after the closing date of the admission. The lottery will be open to public and the lottery date will be announced to parents so parents will have chance to observe the lottery process. Each student will be assigned a number, and the numbers will be selected at random by the principal or his designee under the supervision of at least one board member (or his/her designee) of the sponsoring entity. The lottery will be paused momentarily once number of student names reach proposed enrollment cap. Then the drawing will continue and a waiting list will be developed by pulling the remaining names until all names are pulled. As space become available, applicants will be called from the waiting list with the lowest number assignment. Once admitted, students will be required to complete their admission by April 30 (July 31 for the first year of operation).

The admission process will be conducted by the Admissions Committee. In our first year, we anticipate a five-step process:

a. Start of admission process: Upon receipt of the charter, the Admissions Committee will meet to finalize informational documents and application forms;

b. Information distribution: Information about DSE and the admissions process will be disseminated throughout the town via flyers, bulletins, media, mailings, and workshops at schools and other public institutions. This process will also include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates. Recruitment will be done one or more of the following methods;

- *Public Meetings:* School board member will hold public meetings. Mission, vision and the educational program of the school will be discussed.
- *Mailing Service:* School fliers and brochures will be mailed to community members and prospective parents.
- *Posters:* The volunteer members of the school will hand out flyers and put up posters in neighboring malls and schools. These documents will briefly describe the vision of the school and the enrollment process.
- *Media Advertising:* Ads will be placed at local newspapers.

c. Written applications: Written applications will be submitted by each interested student and at least one adult (parent/sponsor).

d. Informative Meetings: Admission Committee will host open house meetings to meet applicants and their families/sponsors to discuss matters crucial to the success of students: the mission and all other aspects of the school. As home/school communication is a cornerstone of DSE, these meetings will serve to begin the process of providing opportunities for dialogue between DSE and families to ensure full satisfaction and commitment on the part for all.

e. Letters of commitment: Each applicant and the DSE Administration will sign a letter of commitment setting forth their individual pledges of support for the applicant's education.

12. 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.

Administrative staff will be added as the enrollment increases and the budget will sustain the additional personnel. The Superintendent will be employed first year if enrollment exceeds 300 students. Classroom teachers and other instructional staff will possess a minimum of a bachelor's degree from an accredited college or university in the primary field they will teach. They will be encouraged to seek Arkansas Teacher's Certification during employment. It is anticipated that all the teaching staff will be experts in the field of learning and will provide evidence of success with experience in the field. Exceptions would be made with Superintendent/Principal recommendation and approval of the board when a degreed person is not available for employment and the educational process could be adversely affected.

SUPERINTENDENT: The Superintendent will serve as an instructional leader of the proposed school and be responsible for the duties of Principal/Superintendent, including the following duties:

Board Relations:

- Communicating and advising the Board
- Directing, hiring, discharging recommendations to the Board
- Implementing directives from the Board
- Prepare reports and assist the board in evaluating the effectiveness of school programs.
- Keep the board continuously informed on issues, needs, and operations.
- Prepare board agendas and meeting materials in cooperation with the board.
- Recommend policies to the board for adoption and oversee the implementation of adopted policies
- Prepare and submit annual proposed budget to the boards.
- Attend and participate in all board meetings except closed meetings.

Personal Managements:

- Serve as a liaison between the board and staff.
- Work with all advisory committees established by the Board
- Maintain authority over all employees and over programs they are responsible for implementing.
- Demonstrate skill in anticipating, managing, and resolving conflicts.
- Dealing with discipline and mediating conflicts between parents, students, and teachers.

School Improvement:

- Ensure that there is a continuous focus on improving student academic performance.
- Conduct periodic evaluations of all programs and operations to determine improvements needed to reach the goals of improvements plan.
- Promote a positive working environment that fosters high staff moral and excellence.

Management of Administrative, Fiscal and Facilities Functions:

- Be informed about all aspects of the instructional program.
- Develop and recommend pay-systems, pay increases, or pay adjustments for personnel.
- Develop administrative procedures and regulations to manage school operations.
- Be informed of developments in state, federal and local laws.
- Ensure compliance with all applicable state and federal requirements.

School or Community Relations:

- Develop and implement effective communication between the school and community.
- Promote community support and involvement with the school.
- Represent the school in activities involving other school systems, institutions, agencies, and professional or community groups.

Student Management:

- Work with staff, board, and community to plan and implement support services for students.
- Ensure a favorable education environment through the implementation of an equitable and effective system of student discipline management.

PRINCIPAL (1): Principal shall operate as chief operating subordinates to the Superintendent in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties: Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians. Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission. Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee. Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

ASSISTANT PRINCIPALS (2): Assistant Principals will assist principal in instructional program administration, human resources organizations, student activities and services. Provide for supervision of students during non-instructional hours. Help students develop a positive behavior through a student discipline management system. Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline. Hold parent/teacher conferences in regard to student and school issues. Demonstrate use of productive and efficient

skills to raise community and parent involvement. Assist in planning and assessing the educational programs. Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate. Encourage the use of technology in the instructional process.

Skills:

- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating charter support operations.

BUSINESS MANAGER (1): The Primary Role and Purpose of the business manager is to oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial adviser to the Principal and the board. Business manager must have an understanding of school accounting principals.

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter activities.

TEACHERS: Teachers have the primary responsibility of service delivery to students through instruction and example. There will be 10-16 teachers during the first year of operation. A teacher shall: (i) Provide classroom (or, in the case of coaches, athletic) instruction as prescribed by the Administration. This may also include conducting field trips and other extra-classroom activities needed to provide a well-rounded and high-quality education to students. (ii) Prepare and execute effective lesson plans that support the learning, are appropriate to the student's maturity level, and that promote a genuine interest in the subject matter, helping the student relate lessons to his or her own life. (iii) Monitor student progress by approved assessment instruments so that steps can be taken insure that each student is setting required material. (iv) When necessary, consult with parents concerning student gifts or challenges, recommending steps to augment and accelerate the student's academic progress. (v) Keep accurate daily attendance records and report them to the front office. (vi) Maintain control of the classroom at all times to insure the safety and well being of each student. (vii) Participate in curriculum development and textbook selection as required by the Superintendent. (viii) Participate in staff training and development activities as required by the principal.

SPECIAL EDUCATION TEACHER (1): Provide special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Develop student ability level instructional materials through modified curriculum and prepared lesson plans. Conduct work in self-contained, team, departmental or itinerant capacity as necessary. Work in conjunction with students, parents and other members of staff to develop IEPs through the ARD Committee process for each student assigned.

Skills:

- Complete knowledge of special needs of students in assigned area.
- Complete knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

COUNSELOR (1): Develop, implement, and assess a comprehensive guidance program for the charter including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

Skills:

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.
- Capable of instructing students and managing their behavior.

NURSE (1): Ensure complete health services program for charter. Provide students with health services. Incorporate students into health education program and teach preventive health practices.

Skills:

- Ability to evaluate students to identify health defects.
- Exceptional organizational, communication and interpersonal skills.
- Capable of implementing policies and procedures.

APSCN REPORTING COORDINATOR: The Arkansas Public School Computer Network (APSCN) reporting coordinator may be a full time employee who also functions as the Registrar. He will be required to have at least a high school diploma. He should have at least one-year experience in this field. A person who has previously worked as APSCN coordinator will be preferred. At the beginning, APSCN coordinator will also work as student attendance staff but as the number of enrollments increases, we will hire an additional employee with similar qualifications as student attendance staff.

Qualifications for other staff include possession of appropriate education and certification and special knowledge and skills in their particular job position. Experience in the field may also be required as necessary.

13. 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.

DSE will start with approximately 375 students in grades K through 8 in its first year. DSE will develop a strategy to increase enrollment year-by-year adding one grade level every year until it reaches 650 students in grades K through 12. This will enable us to have a well maintained and healthy development. State funding will be increased in parallel to the school's development. Moreover, grants that are designed to help the public schools will also help us in coping with expenditures resulting from school growth.

Financial Management: To raise the start-up funding several grant applications will be made and the preparations of these grants are already in progress. The Sky Foundation members will make personal donations to fund the start-up of the school and will try to collect funds from potential donors. The basic source of DSE's revenue is the estimated State Aid calculated based on Average Daily Membership (ADM). We assume that the possible state aid per student will be \$5,940.00. Other sources of DSE revenue will be state general-purpose aid programs, funds from the Federal Title I, II, IV, and V compensatory aid program, federal funds for child nutrition, grants from the Federal government's charter school grant program, grants and donations from local charitable foundations.

The expenditures are projected as follows. The school's budget focuses the majority of its funds on staff, but does so in keeping with the school's design principles. While the program provides a salary range of \$33,546 - \$55,553 per teacher, teachers may make additional money, depending on where they place on the performance-based schedule. The staff salary fund may include insurance, TRS and Medicare.

DSE places a heavy emphasis on investing in technology. The level of expenditures on technology is quite high relative to most public school budgets. The school will spend relatively heavily on telephones to ensure that all staff has access to both voice and Internet communications.

As circumstances change and when actual figures become available, superintendent will prepare a report for the Board. The report is going to help us to adjust the difference between the planned and the actual budget.

FINANCIAL RECORDS

DSE will be responsible with the following services;

Account Payable Services: Check writing, preparation year-end reports including 1099.

Payroll: Check writing, preparation payroll tax deposits, electronic teacher retirement deposits, preparation of required state and federal payroll tax reports, preparation W-2 forms

General Accounting: Maintenance of all financial records, bank reconciliation, preparation monthly financial statements

Budgeting and Forecasting: Preparation annual budget, projection of future state revenue, assistance in the preparation cash flow projection

APSCN: Preparation of the APSCN submission file for budget and data submission, maintenance of the financial records accordance of APSCN codes

Federal Funds and Grants: Maintenance of accurate records on all Federal funds and grants, monitor level of spending, electronic file request for funds

DSE will also be responsible for keeping copies of all documents and records. For the disposition of equipment, materials, supplies, facilities and an inventory system to maintain all the fixed assets in the school, the SF will set up a sub-committee composed of one person from the Board, one person from the school administration, and one person from the teaching staff. The sub-committee will be responsible to give advises to the Governing Board to purchase material and maintenance expenses.

Fixed Assets: Fixed Assets are defined as "assets with a life greater than a year and with a value of at least (\$1000)."

Plan For Purchasing Fixed Assets: Purchase orders will be approved by two signatures: Business manager and the principal. A purchase order will be forwarded to a vendor for purchase of the asset. The equipment will be received at the school by another individual other than the person originating the order. The following process will then be done:

- An asset number will be assigned to the equipment, and property tag will be created and attached to the asset.
- The purchase order will be matched with the original invoice from the vendor for accuracy of price and the number of pieces ordered.

Disposal of Assets: The disposal of assets requires the completion of a disposal form which lists the asset, the asset tag number, and the reason why the asset is being disposed.

- The asset tag will be removed from the asset before disposal. After the disposal form has been approved (by signature of Business Manager or the principal) the asset can be disposed.
- The disposal form should then be forwarded to be updated of the physical listing.
- A physical inventory of the assets will be conducted at the end of every school year to reconcile the actual assets to the inventory on the books.

Plan for Purchasing Supplies and Materials: The Business Manager will initiate the ordering of basic office supplies. A purchase order will be completed by the Business Manager for supplies. The signature of the Business Manager or the Principal is required on the purchase order. The purchase order will then be forwarded to the vendor for processing. The receiving person (i.e., a person other than the Business Manager) will verify the quantity of supplies. The original invoice will be matched up with the purchase order and will be entered into the computer system for payment upon the terms granted by the vendor.

ACCOUNTING

Business Manager shall establish and maintain a school fiscal accounting system and will use the Arkansas Public School Computer Network (APSCN). The school shall employ an independent auditing firm to conduct annual audits pursuant to APSCN and Arkansas Department of Education's Special Supplement to Financial Accounting and Reporting Non-Profit Charter School Chart of Accounts. The following steps will be used for accounting procedures;

A. Preparation of Budget:

(a) On or before August 31 of each school year, the Superintendent/CEO shall prepare, or cause to be prepared, a proposed budget covering all estimated revenue and proposed expenditures of the DSE for the following fiscal year.

(b) The budget must be prepared according to generally accepted accounting principles; rules adopted by the State Board of Education, and adopted policies of the board of trustees.

B. Records and Reports: The Superintendent shall ensure that records are kept and that copies of all budgets, all forms, and all other reports are filed on behalf of the school at the proper times and in the proper offices as required by this code.

C. Budget Meeting; Budget Adoption.

(a) When the budget has been prepared, the president shall call a meeting of the board of trustees, stating that the purpose of the meeting is the adoption of a budget for the succeeding fiscal year.

(b) The president shall provide for the public notice to be given.

(c) The board, at the meeting called for that purpose, shall adopt a budget to cover all expenditures for the DSE for the next succeeding fiscal year. Any constituent of the school may be present and participate in the hearing.

D. Filing of Adopted Budget: The budget will be reported to ADE.

E. Effect of Adopted Budget and Amendments: Public funds of the school may not be spent in any manner other than as provided for in the budget adopted by the board, but the board may amend a budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses. Any amendment or supplementary budget must be prepared and filed according to rules adopted by the State Board of Education.

F. Accounting System and Report:

(a) The accounting system will conform with generally accepted accounting principles and will report information for the school as well as the 501 (c) (3). The information and system is subject to review and comment by the state auditor.

(b) A record will be kept of all revenues realized and of all expenditures made during the fiscal year for which a budget is adopted. A report of the revenues and expenditures for the preceding fiscal year shall be filed with the agency on through submission of actual to the ADE.

(c) The school, as part of the report required by this section, to include management, cost accounting, and financial information in a format prescribed by the state board and in a manner sufficient to enable the state board to monitor the funding process and determine educational system costs by school, campus, and program.

G. Annual Audit; The board shall have the school fiscal accounts audited annually at school expense by a certified or public accountant holding a permit from the Arkansas State Board of Public Accountancy. The audit must be completed following the close of each fiscal year. The independent audit must meet at least the minimum requirements and be in the format prescribed by the State Board of Education, subject to review and comment by the state auditor. The audit shall include an audit of the accuracy of the fiscal information provided by the school through the APSCN reporting system.

PURCHASES and CONTRACTS

Purchasing Contracts: All school contracts, except contracts for the purchase of produce, vehicle fuel, or professional services valued at \$25,000 or more in the aggregate for each 12-month period shall be made by the method, of the following methods, that provides the best value to the school: a) competitive bidding through telephone requests or through a project manager b) a request for proposals; c) an inter-local contract; d) a design/build contract; These rules do not apply to fees received for professional services rendered, including architect's fees, attorney's fees, educational service fees, and fees for fiscal agents. When a public bid is requested is requested by the Board or required by Federal law, notice of the time by when and place where the bids or proposals, or the responses to a request for qualifications, will be received shall be published in the county in which the school's administrative office is located, once a week for at least two weeks before the deadline for receiving bids, proposals, or responses to a request for qualifications; except that on contracts involving less than \$25,000, the advertising may be limited to two successive issues of any newspaper published in the county in

which the school's administrative office is located, and if there is not a newspaper in that county, the advertising shall be published in a newspaper in the county nearest the county seat of the county in which the school's central administrative office is located.

The Board may at anytime revise the contract amount in such cases that the cost of advertising is causing distress to the educational programs except in the case where Federal law supersedes the power of the Board. The school may obtain competitive bids through a process as directed by the state or Superintendent. All unrestricted funds exceeding \$25,000 shall be presented to the Board for review. The school will maintain adequate documentation to support detailed financial transactions. The school shall insure that financial management standards are:

- accurate, current, and complete disclosure of the financial results of each program;
- accounting records which identify the source and use of funds;
- effective control and accountability for all funds, property, and other assets;
- comparison of expenditures with budget amounts for each grant;
- source documentation to support accounting records such as canceled checks, paid bills, payrolls, time and attendance records, contract and grant award documents;
- procedures to minimize the time elapsing between receipt of funds and disbursement of funds.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted.

The SF will require that an audit of all accounts of the school be made annually by the Division of Legislative Audit or an independent, certified public accountant. The DSE will hire an auditor to check all the financial records accordance with the provisions of the Arkansas Public school audit laws. Additionally, the audit examination will be conducted in accordance with generally-accepted, auditing standards and shall include all funds over which the Governing Board has direct and supervisory control.

The Superintendent will be responsible for overseeing bookkeeping and financial records. The Superintendent shall be directly responsible for ensuring that records are kept and that copies of all budgets, all forms, and all other reports are filed on behalf of the school on or before the required timeline. The Superintendent will be responsible providing additional programs reports (i.e. Attendance, Drop-out, and School Safety, Curriculum, Educational Program) to the Department of Education & Foundation Board regularly or upon request. The Superintendent shall also be responsible disseminating required data to the parents and the community.

15. 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.

DSE will participate in the Arkansas Public School Computer Network for reporting education data as required by state statute. DSE will submit education data in the format as required by the state statute or by the State Board of Education rule. DSE will hire an APSCN Reporting coordinator and will add it to budget.

16. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years...

DSE will lease a school facility in Springdale that is suitable for our educational purposes. A lease agreement already executed between the landlord and the Sky Foundation (**Attachment # 7**). Upon approval of this charter proposal, this building will be remodeled to be used for instructional purposes. The remodeling cost will be partially financed through owner via tenant improvement dollars, owner financed (TI) and Sky Foundation funds. The proposed school building has little over 20,000 square feet of space. Upon completion of remodeling, this school building will have multiple classrooms, computer labs, science labs, a cafeteria, and office spaces for administrators. As we increase enrollment, in year two and three, we are planning to expend the building either with modular classrooms or with new construction at the adjacent land to accommodate the growth. Upon completion of this new school facility will be in compliance of ADA, and will have adequate parking spaces. This proposed school facility also has vacant lot adjacent to the property that can be used as a playing field or a basketball court.

The Sky Foundation will ensure that the building will be in compliance with all city, state and federal regulations, regarding keeping facilities maintained, clean, and in compliance with regulations governing asbestos control and hazardous chemicals.

17. 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) Special Education F) Alternative Education G) 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.

A) Guidance Program: DSE will provide an appropriate guidance program that shows students how their personal growth and development can be maximized. It will also help them in educational, personal, and social areas as well as career development. Supportive personnel and appropriate facilities will be provided to ensure effective counseling to meet individual needs of students. DSE Guidance Program will be provided by experienced and highly qualified personnel. DSE will seek to hire an appropriately certified counselor to meet individual needs of students.

B) Health Services: DSE will offer a health services program under the direction of qualified personnel, which is a registered nurse licensed to practice in accordance with current Professional Standards of School Nursing Practice, as stated by the Arkansas State Board of Nursing. As an experienced health expert, the nurse serves as an advocate for children's health and safety within the educational setting. The program will include identification, assessment, planning, intervention and evaluation of student health concerns; screening, referral, and follow-up procedures for all students. Materials and equipment necessary for program (i.e. vision and hearing screening) will be obtained. DSE health services program will provide and maintain current health records for all students in accordance with guidelines. Proper measures will be taken in order to ensure the safety of our students and to protect against injuries which may occur in or on the school facilities or site.

C) Media Center: DSE will budget and spend sufficient resources for purchasing and maintaining an appropriate, current media collection. In acquisition of instructional materials, a process to provide input from teachers, parents, and students will be implemented. DSE will

obtain specified number of books and employ a half-time certified library and media specialist at its initial years of operation.

D) Transportation: DSE will not be providing transportation for its students. Families will provide their own transportation through carpooling, parents' vehicles, or public transportation. However, those students who are eligible for transportation (pursuant to federal law) will be served by contract to the parents.

E) Special Education: DSE will have in effect policies and procedures to ensure that all children with disabilities enrolled, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the ADA of 1990 as applicable to LEAs.

The learning environment of DSE will be designed to meet a wide range of academic levels and variety of learning styles within the multi-age classroom setting. Low pupil to teacher ratio, individualized and group instruction, multi-sensory teaching approaches, an appreciation of multiple intelligences and child-directed learning will be classroom features that will help students meet their academic potential in the least restrictive educational environment.

DSE plans to offer an inclusive and holistic approach to special-education services. All identified students will receive support, remediation, modifications, and consultation services as designated within the multi-age classroom. A learning consultant will be available to provide consultation and immediate modifications to all students, not only identified students, as needed. Ongoing assessment and review of the IEP will identify specific areas of weakness for all students. These areas will be addressed through additional individual and group instruction, tutorials, parent/community volunteers, student interns, and peer teaching where appropriate.

Instructional Arrangements: A variety of instructional arrangements and settings is provided along a continuum from the least restrictive to the most restrictive environment. The IEP team, when placing a student in special education, considers all available options in the process of determining the most appropriate instructional setting(s) for the student.

As determined by the IEP meeting, students may be served in a combination of appropriate instructional arrangements during any given semester. Some of these arrangements are: Mainstream, Resource Room, Self-contained, Mild and Moderate, Regular Campus, Severe, Regular Campus, Vocational Adjustment Class, Homebound, Hospital Class, and Speech Therapy. In addition to these arrangements, DSE will provide direct services such as inclusive support, instructional modifications/accommodations, content mastery support, physical and occupational therapy, and consultation with special education staff.

DSE will hire its own staff to provide an array of Special Education Services so that children with a wide variety of learning disabilities and different education plans can be placed in a program that works for them. These services will include:

- 1. General Education Classroom Placement** in which the needs of the students with learning disabilities are met in a general education classroom with no additional outside help. The special education teacher monitors the performance of the student periodically and supports the general education teacher outside the classroom.

2. Resource Room Placement in which students spend most of their day in general education classrooms but then participate in resource room programs for the other part of the day. Resource room will include a small number of students working with a special education teacher on reading, language, and math.

3. Special Education Placement with Part Time Inclusion in which special education students are taught by a special education teacher for most of the day but join their peers for subjects such as physical education, art, and music.

Eligibility Determination: Before conducting an evaluation, DSE will ask for consent from child's parent. In addition to parental consent, IEP team reviews observations and collects additional data from teachers and parent. Based on these data and results of the Comprehensive Individual Assessment, IEP meeting committee makes the final decision regarding student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA).

Parental consent to initiate special education and related services will be separately obtained from the parent. If parent refuses consent, no special education and related services will be provided.

Procedural Safeguards: DSE will follow the required procedures, informing parents of their rights and giving them a copy of the procedural safeguards each time there is any correspondence or any meeting is held, in addition to adhering to those specific procedural safeguards as described in IDEA. Examples of how DSE will comply with these procedural safeguards includes the following: DSE will give parents proper and specific notice (written notice at least 5 school days prior to a meeting) and consent will be obtained, prior to holding IEP committee meetings to make decisions such as whether the student has a disability, whether an assessment is needed, or changing the individual education plan (IEP) in any way.

Notice of IEP Meetings: Once a comprehensive individual assessment shows that a student has a disability and is eligible for services under IDEA, the student's parents become a member of the child's IEP committee made up of the student's parents and school staff who meet at least annually to decide whether or not the student has an eligible disability and what special education and related services will be provided. All required members of the IEP will be present: the parent, the regular educator, the special educator, the school administrator, and the assessment professional when assessment is discussed. Other members as required will be present, the student when appropriate, and other related service personnel or individuals which the parent or school deem appropriate to be present. The school will give written notice to the parents at least five school days before the IEP meeting. This notice will include the purpose, time and place of the IEP meeting and a list of people attending.

Development and Implementation of the Individual Educational Plan (IEP): The IEP committee will develop an Individual Educational Plan (IEP) based on the Comprehensive Individual Assessment of the student. This plan will contain annual goals in each area of need as well as the objectives the students should take to reach each goal. The IEP will state what special education and related services DSE will provide, and when and where those services will be provided. The IEP will be reviewed and revised at least every year.

Transition Planning: An Individualized Transition Plan (ITP) for each student age 16 and over receiving special education services will be developed. Students and parents will assist in the development of the ITP, and some or all of it should become a part of the student's IEP that is specifically designed to provide appropriate interventions, such as but not limited to the following: **1.** Tutoring, **2.** Counseling, **3.** Mentoring, **4.** Apprenticeship programs, and **5.** Family outreach. Family involvement is recognized as a crucial factor in school success. DSE will try to provide the financial resources that will allow for creative, individualized approaches to meeting the special needs of a student.

F) Alternative Education: DSE does not intend to use Alternative Education Programs. A waiver will be requested for AE programs.

G) Gifted and Talented Program: DSE is committed to implement a Gifted and Talented (GT) program that meets the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration of students, educators, parents and community members that ensures opportunities for maximum growth and development for life long success. Gifted and Talented children and youth are those of high potential or ability, who's learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

Program Goals: Providing students with an accelerated program to meet specific needs in a selected academic curriculum is the primary goal of DSE Gifted and Talented Program. Additionally, the program provides students with unique opportunities to develop individual talents and to strengthen skills. Emphasis on a positive self-concept, relationships with others, and strategies to develop critical thinking skills enables students to become independent, self-directed learners. Goals are focused in three specific areas:

1. The gifted student will develop a realistic concept of self and work cooperatively with peers and adults.
2. The gifted student will develop the higher level thinking skills of knowledge comprehension, synthesis, application, analysis, and evaluation in order to solve problems.
3. The gifted student will create original projects that reflect critical thinking skills as supplemental learning to the regular classroom curriculum.

The GT program will also:

- Emphasize skills in critical thinking, problem solving, and inquiry.
- Involve the student in selecting and planning field trips.
- Plan and provide optional and voluntary enrichment activities.
- Plan assignments and activities that challenge the students to the fullest of their abilities.
- Provide in-class seminars for students to discuss topics and problems that they are pursuing individually or as members of learning team.
- Provide independent learning opportunities

- Work with individual students in planning of their own objectives and activities for learning.

Identification: Under the GT coordinator's supervision, a gifted committee will be formed to review the nomination, identification and selection process, as well as the curriculum and instructional design, delivery and evaluation of the program.

The identification process, conducted on DSE, will consist of three steps:

1. Nomination: Students may be nominated by parent(s), teacher(s), other professional personnel, and themselves. Nomination forms must be completed by the individual who nominates the child and submitted to Gifted and Talented Identification committee. Nominations can be made at any time during the school year; however, any testing will be completed according to the DSE assessment and identification schedule. Written parental permission (signing of the nomination form) is required before screening/testing begins. No student may be denied access to Gifted and Talented Program on the basis of race, religion, socioeconomic status, or handicapping conditions.

2. Assessment/Testing: Students seeking admission to G/T Program will be assessed in terms of ability as well as achievement.

3. Selection: Selection will be based on student's test scores, nomination forms, previous report cards or test scores, teacher observation, and previous G/T enrollment

Instructional Services: Students in GT Program at DSE will receive the following services:

- Identified students are provided with the options of taking GT courses where they have the opportunity to work with other GT students, non-identified students, and to work independently.
- Differentiated, GT curriculum is taught in the academic core areas of Reading, Math, Science, Social Studies, and Computer Technologies.
- Pull-Out Program Option is available in the academic core areas of Math, Science, and Computer Technologies.
- Students in gifted and talented program, as well as those in the regular program, will be encouraged to participate in local, statewide, national and international competitions. This will keep the students engaged and excited about learning. Some of these competitions are Science Fair, Science Olympiad, Math League, Math Counts, AMC, Math Olympiad, Quiz Bowl, Spelling Bee, Geography Bee, History Fair, and Art Exhibitions.

The GT program will be in compliance with state rules and regulations of Gifted and Talented Program approval standards.

18) Describe the manner in which school will make provision for food services

DSE intends to participate in federal nutrition programs. Therefore each student will receive an application for free and reduced price meals before school starts. The school will provide free and reduced priced lunch(es) based on eligibility. DSE will have an agreement with a private company to provide food services that will be in compliance with all federal, state, and local health requirements.

19. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

One of the major challenges educators face in today's climate is getting the parents more involved in their children's education. On the other hand, there are those parents who have difficulty seeing how they can actively contribute to educational systems. This point is particularly poignant in large school districts. Although new innovative strategies and techniques are required to enable effective parental involvement in the educational system, teachers and administrators at Dove campuses have gained the experience to empower parents with the ability to help their children succeed.

Outlined below are suggested strategies or approaches under each key dimension to develop family-school partnerships. These strategies provide practical pointers for schools not only about how to initiate partnerships, but also about how to make it possible for families to initiate partnerships and to have their perspectives – on family-school relations, parents' responsibility in education and the needs of diverse families – represented in these partnerships. They are designed to support school communities in developing family-school partnerships, to assist them to reflect on their existing practices and plan for improvement.

A. Understanding of roles: DSE will;

- establish a dedicated Family-School Partnership Action Team of parents, teachers and school leaders
- Assess whether school arrangements meet good practice for partnership between families and the school
- Survey parents, families and community members to determine their needs and priorities
- Develop and distribute a written policy, in consultation with the school community, on family-school partnerships
- Conduct forums which discuss: parents' role as the first educators of their children, the research which links parental support and involvement at school with improved learning outcomes for children and improved school culture
- Identify parents/groups of parents to present the forums to their parent peers
- Organize discussions/meetings/workshops around areas of school goals (e.g., resilience, literacy and numeracy) which allow parents to share their experience and understandings of parenting, school goals and school culture

B. Connecting home and school learning: DSE will form an Action Team/Working Group that will plan and implement initiatives that explore links between home and school learning through newsletters, discussions, class meetings, etc. such as:

- the ways in which parents and families can encourage, motivate and reinforce children's learning at school;
- the links between home learning activities and learning in the classroom;
- the literacy/numeracy learning opportunities in the home;
- the ways in which classroom practice recognizes the family environments of the students and uses texts and activities from home and the wider community;
- the school's homework policy, with homework designed to assist parental support and tips for parents on how they can monitor and discuss schoolwork at home;
- the involvement of families in setting student goals each year and in career planning;

- information for families on the skills required for students in all subjects at each year level;
- additional opportunities for discussions about student progress between home and school

C. Communicating: DSE will form an Action Team/Working Group that will plan for effective two-way communication between school and home – for example:

- conduct a survey to assess communication needs;
- review the newsletter for relevance and ease of language and promote feedback;
- consider the placement of ‘welcome’ signs around the school;
- review current school practice on inviting parent and family participation and consider how this can be improved;
- consider working with parents and families to develop a parent handbook of information on school rules, policies, mission and goals, curriculum standards and assessment procedures, hold a launch event, put it on the website;
- find out parent/family time availability for participation in events, workshops, etc.
- examine good ‘front desk’ reception practice, including bilingual office staff where appropriate;
- set in place alternative methods of parent-teacher interviews when personal circumstances prevent parents from attending a face-to-face meeting;
- consider the appointment of a school contact person/s to assist and support parents in their interactions with the school (i.e. home/school liaisons);
- education and training programs for teachers/administrators that prepare them to communicate with parents effectively and extend their reporting skills;
- programs to welcome new families;
- folders of student work sent home regularly for review and comment

D. Participating: DSE will form an Action Team/Working Group that will plan the support of volunteers and greater participation of parents – for example:

- assess volunteer needs of schools and list the many ways parents and families can participate and interact with school and the school community;
- ask family members how they would like to participate at their child’s school and respond in a timely manner to those indications, i.e. establish a skills bank;
- invite family and community members to become involved as guest teachers, guest speakers about their jobs/career opportunities, excursion chaperones, tutors/mentors, sport coaches, and so on;
- implement flexible schedules for volunteers, assemblies and events, so that all are able to participate;
- invite parents to volunteer to have students ‘work shadow’ them;
- arrange working parties or committees for parent leadership and participation (e.g., on safety or student behavior);
- make sure parental involvement in children’s learning is a recognized topic of staff meetings, professional development and in the induction of new staff.

A. Decision-making: DSE will form an Action Team/Working Group that will foster family involvement in decision-making – for example:

- arrange for the school community to be consulted on new school policies e.g., assessment, reporting and curriculum changes;

- encourage participation in the Parents and Friends organization and school council and provide appropriate induction and training;
- seek out and include parent leaders from all racial, ethnic, socioeconomic and other groups at the school;
- include students (along with parents) in decision-making groups;
- provide for parent input to formal school reviews;
- establish networks to link all families with parent representatives

F. Collaborating beyond the school: DSE will form an Action Team/Working Group that will plan for interaction with the wider community – for example:

- gather and provide information and access for students and families on community health, cultural, recreational, social support and other programs/services;
- gather and provide information on community activities that link to learning skills and talents, including summer programs for students;
- inform families of community programs for students e.g., tutoring, mentoring and business partnerships;
- invite past students to participate in school programs for students;
- establish partnerships with local businesses to provide work experience and structured work placements for students;

20. List the specific provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the specific State Board of Education rules, 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 requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

The DSE will make every effort to abide the Arkansas Education Codes. DSE understands that ADE rules and regulations including the Standards of Accreditation and may not be released from statutes or rules and regulations regarding health, safety, civil rights, special education, and core graduation requirements, criminal background checks for employees, or monitoring and assessment. However, being small school may limit capacity of the school to implement its program. Thus, the DSE would like to be exempt from the following provisions of the Title 6 of the Arkansas Education Code. Many of the requests for exemption pertain to the hiring of “highly qualified” not necessarily “certified”, teachers and administrators.

6-17-302. Public School Principal – Qualifications and Responsibilities

(a) The district school board shall employ through written contract public school principals who shall hold valid supervisory or administrative certificates and who shall supervise the operation and management of the school and property as the board shall determine necessary.

Waiver requested: The Board of Directors will expect the principal (including other administrators i.e. superintendent and assistant principals) to have managerial and human resource skills and understand the concept day-to-day operation in school system regardless of whether he/she holds a valid supervisory or administrative certificate.

6-17-309. Certification - Waiver

(a) No class of students shall be under the instruction of a teacher who is not certified to teach the grade level or subject matter of the class for more than thirty (30) consecutive school days in the same class during a school year.

Waiver requested: Highly qualified but not necessarily certified teachers will be allowed to teach at any grade level.

6-17-401. Teacher's license requirement

(a) No teacher shall be employed in any public school of the state who is not licensed to teach in the State of Arkansas by a license issued by the State Board of Education.

Waiver requested: DSE will only hire highly qualified but not necessary certified teachers.

6-15-1004. Qualified Teachers in every public school classroom

(a) Arkansas teachers will demonstrate competency in subject matter content on identified assessments appropriate to their teaching area in order to be granted an initial license to teach in the state.

Waiver requested: The Board of Directors of DSE will have the authority to administer a locally developed test to see if the teachers are competent in the subject area in order to be granted a teaching assignment at Dove School of Excellence.

(b) In order to obtain a teaching license, Arkansas teachers will demonstrate the ability to increase student academic achievement by demonstrating competency on identified assessments of teaching methods that result in increased student achievement.

Waiver requested: Because teacher's license requirement waiver is requested, the Board of Directors of DSE or Superintendent will have right to dismiss teachers who do not help the school meet this objective. This clause agreement will be made at the time of initial employment.

(c) In order for teachers to be able to renew a license, they must have participated in a continuing education and professional development program based on their school improvement plans, performance evaluation results, and student achievement scores.

Waiver requested: Teachers at DSE will receive and participate in continuing education and professional development program expected to meet the state requirements. However, these hours will not be tied to a renewal of license.

(d) Effective the beginning of 2006-2007 school year, no teacher shall be assigned to teach a grade level or subject for which he or she is not licensed by the state.

Waiver requested: Highly qualified teacher who demonstrating competency will be allowed to teach at any grade level regardless of license.

(e) No class of students shall be under the instruction of a substitute teacher for more than thirty (30) consecutive school days in the same class during a school year unless that teacher has a bachelor's degree awarded by an accredited college or university or has been licensed to teach by the State of Arkansas.

Waiver requested: While every attempt will be made by the administration of DSE to hire competent substitute teachers with college degrees. In the event that this is not logistically and financially feasible, DSE is asking an exemption from this provision and agreeing to send a notification to the parents during this period.

6-17-418 Teacher certification - Arkansas history requirement

(a) Beginning July 1, 2001, no person shall be certified as a social studies teacher or as an elementary school teacher unless the person has successfully completed at least three (3) hours

of college course work in Arkansas history.

Waiver requested: Teachers who are employed to teach Arkansas history will be required to demonstrate competency and receive professional development hours in that subject area.

6-17-203. Committee for each school district (Personnel Policy Committee)

(a) Each school district shall have a committee on personnel policies which shall consist of no fewer than five (5) classroom teachers, and no more than three (3) administrators, one of which may be the superintendent.

Waiver requested: Members of the Board of Directors of sponsoring entity, School Advisory Board, teachers, parents and the administrators will establish the personnel policies. However, being a small school, there may be no less than three (3) teachers (instead of five) will serve at the committee.

6-17-919. Warrants void without valid certificate and contract

(a) All warrants issued in payment of teachers' salaries are void unless:

- (1) The teacher has a valid teacher's certificate filed with the county clerk's office;*
- (2) The teacher has been employed by a valid written contract; and*
- (3) Copies of such contract are on file in the offices of the county treasurer or the school district treasurer if the school district has its own treasurer.*

(b) The district superintendent of schools and the superintendent's surety shall be liable for any warrants which he countersigns in payment of teachers' salaries unless and until there is a valid teacher's certificate and contract for the teacher on file with the county clerk.

Waiver requested: As it is discussed previously, teacher at DSE may not necessarily have a teaching certificate. However, teachers will have copies of their contracts on file with the Secretary of the Board and the administrator of the school.

6-17-1001 - Minimum base salary-Master's degree.

(n) The term "teacher", as used in this section, shall include any full-time employee of a local public school district who is compelled by law to secure a license from the State Board of Education as a condition precedent to employment in a position in or related to grades pre-kindergarten through twelve (preK-12) of the public schools of this state.

Waiver requested: The term "teacher" at DSE shall include any employee who has demonstrated competency and is highly qualified in their subject matter with or without a license from the State Board of Education.

6-18-508 Alternative learning environment

(a) Every school district shall establish an alternative learning environment that shall afford students an environment conducive to learning.

Waiver requested: DSE does not intend to use Alternative Education Programs.

Subchapter 15: Teacher Fair Dismissal Act 6-17-1501 through 6-17-1510

Waiver requested: The Board of Directors and administrators at DSE will determine its own personnel policy on fair dismissal of teachers including those who fail to improve the academic performance of the students in their classrooms.

Subchapter 17: Public School Employee Fair Hearing Act 6-17-1702 through 6-17-1705

Waiver requested: The Board of Directors of DSE will determine policies regarding fair hearings and employee grievances. The Board will also develop policies regarding citizen complaints and parental concerns.

Additional Waiver Requests from the State Board of Education

A. Teacher License/Certificate

Highly qualified but not necessarily certified teachers will be eligible to teach at Dove School of Excellence. Teacher demonstrating competency will be allowed to teach at any grade level without certification.

B. Certified Salary Schedule

There will be salary range for employees instead of set salary schedule. Thus, salary will be competitive and performance based.

C. Purchasing of Instructional Materials

The DSE would like to purchase its own materials.

D. Technology Centers

The DSE would like to establish its own center without any tie to any other district.

E. Teacher Evaluations

There will be annual teacher evaluations that will be conducted by an administrator. These evaluations will be fair, but will not be tied to the local district as set out in the provision.

F. Minimum Schoolhouse Construction

The DSE is planning to rent a building which is not constructed as a school building. DSE would like to use this waiver because of limited funds.

21. Describe 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.

The DSE Charter School will serve grades K through 12 having maximum 650 students. The DSE will be located within the Springdale School District. As required by Ark. Code Ann. §6-23-106(a), the following information is being presented to the State Board of Education (SBE) for its consideration and review. As previously stated by the Arkansas Department of Education (ADE) and the Arkansas Attorney General's Office (AG), §6-23-106(a) requires that the applicant for a charter school, the board of directors of the school district in which a proposed charter school would be located and the State Board of Education (SBE) carefully review the potential impact of an application for a charter school on the efforts of a school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. §6-23-106(c) states that the SBE shall not approve any charter school which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in the state. In addition, to the aforementioned statutory requirements, the ADE and AG have previously opined that the SBE "must be cognizant that it may not approve any proposed charter school application with the purpose or intent to create racially segregated schools."

I.) 6-23-106(a) DSE's Impact on District's Ability to Comply with Court Order:

(DeJure Segregative Analysis) Based on findings of the Arkansas Attorney General's Office dated June 30, 2008 and the Arkansas Department of Education dated October 30, 2008 (see attached documents), we are unaware of any prior or pending desegregation court orders or any U.S. Department of Education, Office of Civil Rights, administrative orders concerning the desegregation of either the Springdale School District. Therefore, the proposed DSE open-enrollment charter school should have no negative impact on the ability or the efforts of the Springdale or other school districts in Washington County to comply with any existing court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

II.) 6-23-106(c) Whether DSE Charter Hampers, Delay or Negatively Affects:

(De Facto Analysis) As to whether the proposed charter school hampers, delays, or in any manner negatively affects the desegregation efforts of the Fayetteville and Springdale School Districts, please note that for the 2008-2009 school year the enrollment for the school district which the applicant lists as districts affected by its proposed school are as follows:

Name	Total Student Population	Asian	Black	Hispanic	Native	White
Fayetteville	8512	350	971	793	114	6284
Springdale	17429	1417	410	7100	109	8393
TOTAL	25,198	1767	1381	7893	223	14,677
		(6.8%)	(5.3%)	(30.4%)	(<1%)	(56.7%)

No school district in Washington County has been determined to be segregated and, therefore, has no remedial court authority or requirement to desegregate or have students assigned based on race. Furthermore, there can be no certain enrollment data for the proposed DSE charter applicant at this time as student enrollment is speculative to the future date of enrollment. Therefore, the DSE open-enrollment charter application cannot be determined to hamper, delay or in any way negatively affect the desegregation efforts of the Springdale or any other school district in Washington County.

(Intent Analysis) As to intent, both the ADE and the AG have previously advised the SBE that, "...[T]he State Board must be cognizant that it may not approve any proposed charter school application with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation – that is, stated simply, a current condition of segregation resulting from intentional state action directed specifically to the [allegedly segregated] schools. *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation...is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

Clearly, DSE in this application states that it will comply with all federal and state laws concerning enrollment in a public school and in particular those laws specific to enrollment in a public charter school specifically Ark. Code Ann. §6-23-306(6)). Furthermore, this DSE application provides that in the event there is an oversubscription of students to attend the DSE open-enrollment charter school, the school will comply with Ark. Code Ann. §6-23-306(14)(B) and apply a random anonymous student selection methodology. Furthermore, while DSE will focus recruitment efforts toward high poverty students and that poverty has a disproportionate impact on minority populations in general, DSE also recognizes that no particular race of students has exclusive claim to poverty status and DSE realizes it cannot exclude any student that may wish to attend DSE charter school due to race, gender, ethnicity or any other prohibited reason. Finally, we also realize that neither the SBE nor DSE Charter School may exercise any form of weighted lottery student selection enrollment process nor may the state apply any form of race-based student assignment plan to this or any other public school not directly approved by a federal court pursuant to Ark. Code Ann. §6-23-306(14) (c) or *Parents Involved in Community Schools v. Seattle School District No. 1*. As a result, no conclusion may be inferred or drawn against the SBE or DSE Charter School that there exists any intent to create or establish a public school, by way of this application or in practice that has a purpose or intent to create a racially segregated public school or likewise impact other public schools. Therefore, for the reasons stated above, this application should be approved as to the required analysis pursuant to Ark. Code Ann. §6-23-106.

Attachment # 1

Copies of Public Hearing Sign-up Sheets

Public Support for Dove School of Excellence-Springdale


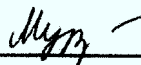
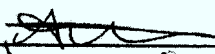
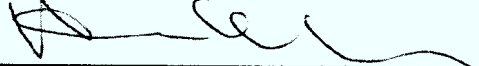
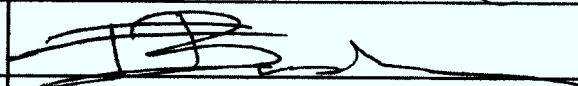
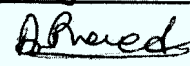
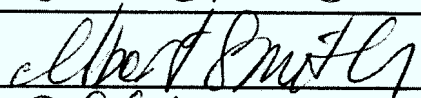
Sign-in Sheet

#	Name	Signature
1	Debbie Alsip	Debbie Alsip
2	Ashraf Hajiyev	Ashraf Hajiyev
3	James Haley	James Haley
4	Ruby Faundo	Ruby Faundo
5	Henry Thorp	Henry Thorp
6	D. Nettles	D. Nettles
7	Paul Harp	P. Harp
8	Tim Upkorn	Tim Upkorn
9	Jon Lowe	Jon Lowe
10	L. Hale	L. Hale
11	Kerene Carter	K. Carter
12	Corrine Nessitt	Corrine Nessitt
13	Jim L. Haley	Jim L. Haley
14		
15		
16		
17		
18		
19		
20		

Public Support

for Dove School of Excellence-Springdale

Sign-in Sheet

#	Name	Signature
1	Alp Erken	
2	Hazmat Murzabekov	
3	Abdulkhenaft Baal	
4	H-Y. Korchet/BAGH	
5	Frederick Bisbee	
6	Logan Martin	Logan Martin
7	Donna Reed	
8	Donald Ness	Donald Ness
9	Albert Smith	
10	Gordon Slothower	G. Slothower
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Public Support for Dove School of Excellence-Springdale

Sign-in Sheet

#	Name	Signature
1	Mary Kennington	Mary Kennington
2	Azanat Murza bekov	Mym
3	Ridvan Gedik	R. Gedik
4	Behlul Saka	Behlul Saka
5	Clarissa Saka	Clarissa Saka
6	Vahida Zaman	V. m. Zaman
7	Taha Kouchbgh	Taha
8	Nekose Lamb	Lamb
9	Richard Reese	Richard Reese
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Attachment # 2

Pre-bill for Arkansas Democrat Gazette

Arkansas Democrat Gazette

NORTHWEST ARKANSAS EDITION

light intensive

PRE BILL FOR 08/16/09 to 08/23/09

NW ARKANSAS DEMOCRAT-GAZETTE
BUSINESS OFFICE - RETAIL DISPLAY
P.O. BOX 1607
FAYETTEVILLE, AR 72702

ADVERTISING DEPT: Retail

SKY FOUNDATION
4444 N CLASSENBORG
OKLAHOMA CITY, OK 73118

ACCOUNT NUMBER: 1633767

Publ Ad #	Date	Description	Size	UM	Unit Rate	Amount
NWDG 1351767	08/16/09	DOVE CHARTER SC	8.00	in	21.410	171.28
NWDG 1351767	08/23/09	DOVE CHARTER SC	8.00	in	21.410	171.28
TOTAL PRE BILL CHARGES:						342.56
PRE BILL TOTAL:						342.56

1011 P.M.

NORTHWEST ARKANSAS EDITION

PRE BILL FOR 07/01/09 to 08/31/09

NW ARKANSAS DEMOCRAT-GAZETTE
BUSINESS OFFICE - RETAIL DISPLAY
P.O. BOX 1607
FAYETTEVILLE, AR 72702

ADVERTISING DEPT: Retail

SKY FOUNDATION
4444 N CLASSENBOURG
OKLAHOMA CITY, OK 73118

ACCOUNT NUMBER: 1633767

Publ Ad #	Date	Description	Size	UM	Unit Rate	Amount
NWDG 1347554	08/01/09	DOVE CHARTER SC	8.00	in	13.850	110.80
NWDG 1347554	08/08/09	DOVE CHARTER SC	8.00	in	13.850	110.80
NWDG 1350664	08/09/09	dove charter sc	8.00	in	21.410	171.28
NWDG 1347554	08/15/09	DOVE CHARTER SC	8.00	in	13.850	110.80
NWDG 1351767	08/16/09	DOVE CHARTER SC	8.00	in	21.410	171.28
NWDG 1351767	08/23/09	DOVE CHARTER SC	8.00	in	21.410	171.28

TOTAL PRE BILL CHARGES: 846.24

Payment	07/28/09	Ck-# 5452	332.32-
Credit Memo	08/01/09		0.08-
Payment	08/11/09	Ck-# 5459	171.28-

PRE BILL TOTAL: 342.56

Attachment # 3

Copy of Newspaper Advertisement

Other days

100 YEARS AGO
Aug. 9, 1909

■ The question of whether the street car company, the Iron Mountain and the Rock Island railroads can be forced to build a steel viaduct on West Third street has been referred to City Attorney W.B. Brooks, along with the bill submitted some time ago by the street car company asking \$6,218.41 for repairs on the viaduct, and if the city attorney finds the city's position tenable, the railroads may be stuck not only for the cost of repairing the old viaduct, but for an entirely new steel structure.

50 YEARS AGO
Aug. 9, 1959

■ The most-discussed high school in the world and three others open here Wednesday, and beginning tomorrow, school board members go on what promises to be 24-hour-a-day duty. They've slated a meeting tomorrow and Tuesday, and tentative plans call for two sessions daily beginning Wednesday and continuing for the duration. Word has gone out and the world is waiting, watching. Most eyes are on famous Central High School, which was closed last year and filled in as the state's No. 1 tourist attraction.

25 YEARS AGO
Aug. 9, 1984

■ Louisiana officials predict-

ably denounced Arkansas Power & Light Co.'s proposed Grand Gulf settlement Wednesday but an attorney said the Louisiana Public Service Commission would gladly take part in settlement talks with AP&L officials. The Louisiana PSC and a spokesman for Louisiana Power & Light Co. vowed to oppose AP&L's effort to fashion a settlement that would lower AP&L's potential share of the Grand Gulf nuclear plant by making its Louisiana counterpart assume that share.

10 YEARS AGO
Aug. 9, 1999

■ An early chief of the U.S. Forest Service once described the bond between forests and rivers as "like that between father and son." "No forests, no rivers," Gifford Pinchot said at the beginning of this century. Arkansas' three national forests — the Ozark, Ouachita, and St. Francis — have lots of rivers: the Buffalo, White, St. Francis, Petit Jean and Fourche LaFave. And there are more creeks, bayous and lakes than can easily be named. The Forest Service has been taking a much closer look at all of them recently. These days water again is listed as priority No. 1, partly because water is seen as a way of connecting a wilderness agency with the nation's mostly urban population.



Arkansas Democrat-Gazette/JASON IVESTER

Maria Ugaide of Springdale greets Mexican Consul **Andres Chao**, as Springdale Schools Superintendent **Jim Rollins** watches, after receiving her passport Saturday at the Springdale Civic Center.

Consulate

• Continued from Page 1B

She said the commission focuses on community outreach, placing an emphasis on teaching minorities how to stay healthy. Different groups face different health risks, such as blacks and Hispanics, who are seeing an increase in diabetes.

"We're about prevention," she said. "Not just where to go when you get sick."

In Saturday's presentation, Chao said the books are intended as volumes that parents can read to their children.

At the same time, the books offer a way to encourage people to learn Spanish, he said. Chao said the Education Ministry donates books to schools served by the consulate system and even to

prisons that may hold Mexican nationals.

Springdale Schools Superintendent **Jim Rollins** accepted the books on behalf of the district. His words of welcome were translated to the audience as he spoke.

Rollins encouraged the Mexican nationals to learn as much as they can about American culture while teaching others about their own culture.

"When we can learn the cultures and blend them, then we can better educate our children," he said.

Rollins said this is the first time the consulate has donated books to the district, which will decide how to best use them after discussions with teachers and parents. He said he wants to make sure the books benefit as many people as possible.

Divorces

WASHINGTON COUNTY

The following divorces were recorded in the circuit clerk's office from July 30-Aug. 5.

FILED

2009-1339. Brian Albrecht v. Julia Bloodworth.
2009-1340. Maria Angeles Trejo v. Alfredo Trejo Jr.
2009-1341. Lisa Gwen Bicks v. Dana Scott Bicks.
2009-1342. Joy L. Combs v. Daniel L. Combs.
2009-1343. Dandre Reshard Berry v. Kirstie Lynn Berry.
2009-1345. Brandi Barnes v. Mark Barnes.
2009-1346. Marcela Onesto v. Jose Reyes Martinez.
2009-1362. Melanie Dawn Harrington v. Timothy Leo Harrington.
2009-1361. Kimberly Britte v. Dustin Britte.
2009-1362. Michele L. Upton v. Frankie W.

2009-617. Adan Carpio v. Marie Carpio.
2009-618. Heather Watkins v. Charlie Watkins.
2009-705. Charles Grubb v. Sharon Grubb.
2009-723. Maribel Barbosa v. Jose Luis Ambriz.
2009-774. Jason Don Moppin v. Venetta Victoria Moppin.
2009-907. Rebecca Mary Peak v. Roger Thomas Peak.
2009-953. Myra Ann Crockett v. Robert Paul Crockett.
2009-1042. Cindy Beth Banks v. Stevie Conn Banks.

BENTON COUNTY

The following divorces were recorded in the circuit clerk's office from July 30-Aug. 5.

FILED

2009-1282. Colleen E. Sanders v. Jesse W. Sanders.
2009-1283. Mariah Bates v. Tyler Bates.

2008-2100. Ashley Simrell v. Kurt Aaron Simrell.
2009-252. Elisa Calderon v. Mario E. Renederos.
2009-677. Linda Martin Szelagv. James Joseph Szelag.
2009-838. Julia Spear v. Randy Lee Spear.
2009-839. Karen Fonda Dougherty v. Robert James Dougherty.
2009-854. Michelle Wade v. Paul Wade.
2009-920. Michelle L. Turley v. Adam R. Turley.

2009-944. Juan Menia v. Maria Hortensia Hernandez.
2009-986. Harold J. Jones v. Rebecca J. Jones.
2009-1007. Long Kim Nguyen v. Ngoc-Nga Thi Vo.
2009-1026. Thomas Benard Eddy v. Laura Dagmar Eddy.
2009-1036. Roxanne Waire v. Matthew Waire.
2009-1070. Deloris S. Parent v. Gary W. Parent.
2009-1081. Mary B. Hill v. Thomas R. Hill.

NOTICE OF PUBLIC HEARING

For a proposed public charter school in Springdale

Sky Foundation, Inc. intends to establish an open enrollment public charter school and will hold a public

for repairs on the viaduct, and if the city attorney finds the city's position tenable, the railroads may be stuck not only for the cost of repairing the old viaduct, but for an entirely new steel structure.

50 YEARS AGO Aug. 9, 1959

■ The most-discussed high school in the world and three others open here Wednesday, and beginning tomorrow, school board members go on what promises to be 24-hour-a-day duty. They've slated a meeting tomorrow and Tuesday, and tentative plans call for two sessions daily beginning Wednesday and continuing for the duration. Word has gone out and the world is waiting, watching. Most eyes are on famous Central High School, which was closed last year and filled in as the state's No. 1 tourist attraction.

25 YEARS AGO Aug. 9, 1984

■ Louisiana officials predict-

AP&L's potential share of the Grand Gulf nuclear plant by making its Louisiana counterpart assume that share.

10 YEARS AGO Aug. 9, 1999

■ An early chief of the U.S. Forest Service once described the bond between forests and rivers as "like that between father and son." "No forests, no rivers," Gifford Pinchot said at the beginning of this century. Arkansas' three national forests — the Ozark, Ouachita, and St. Francis — have lots of rivers: the Buffalo, White, St. Francis, Petit Jean and Fourche LaFave. And there are more creeks, bayous and lakes than can easily be named. The Forest Service has been taking a much closer look at all of them recently. These days water again is listed as priority No. 1, partly because water is seen as a way of connecting a wilderness agency with the nation's mostly urban population.

Arkansas Democrat-Gazette/JASON IVESTER

Maria Ugalde of Springdale greets Mexican Consul Andres Chao, as Springdale Schools Superintendent Jim Rollins watches, after receiving her passport Saturday at the Springdale Civic Center.

Consulate

• Continued from Page 1B

She said the commission focuses on community outreach, placing an emphasis on teaching minorities how to stay healthy. Different groups face different health risks, such as blacks and Hispanics, who are seeing an increase in diabetes.

"We're about prevention," she said. "Not just where to go when you get sick."

In Saturday's presentation, Chao said the books are intended as volumes that parents can read to their children.

At the same time, the books offer a way to encourage people to learn Spanish, he said. Chao said the Education Ministry donates books to schools served by the consulate system and even to

prisons that may hold Mexican nationals.

Springdale Schools Superintendent Jim Rollins accepted the books on behalf of the district. His words of welcome were translated to the audience as he spoke.

Rollins encouraged the Mexican nationals to learn as much as they can about American culture while teaching others about their own culture.

"When we can learn the cultures and blend them, then we can better educate our children," he said.

Rollins said this is the first time the consulate has donated books to the district, which will decide how to best use them after discussions with teachers and parents. He said he wants to make sure the books benefit as many people as possible.

Divorces

WASHINGTON COUNTY

The following divorces were recorded in the circuit clerk's office from July 30-Aug. 5.

FILED

2009-1339. Brian Albrecht v. Julia Bloodworth.
2009-1340. Maria Angeles Trejo v. Alfredo Trejo Jr.
2009-1341. Lisa Gwen Bicks v. Dana Scott Bicks.
2009-1342. Joy L. Combs v. Daniel L. Combs.
2009-1343. Dandre Reshard Berry v. Kirstie Lynn Berry.
2009-1345. Brandi Barnes v. Mark Barnes.
2009-1346. Marcela Onesto v. Jose Reyes Martinez.
2009-1360. Melanie Dawn Harrington v. Timothy Leo Harrington.
2009-1361. Kimberly Britte v. Dustin Britte.
2009-1362. Michele L. Upton v. Frankie W. Upton.
2009-1364. Audrey Elizabeth Reynolds v. William Nelson Reynolds.
2009-1365. Allison Renee Seeger v. Wiley J. Seeger.
2009-1368. Cora Jane Smith v. Alan Carl Smith.
2009-1369. Lailani Bowlin v. Kevin Bowlin.
2009-1370. Marc Neal v. Rebekah Neal.
2009-1371. David L. Carpenter v. Carolyn Carpenter.
2009-1372. John Phillip Ballante v. Rachelle Rikdi Kay Ballante.
2009-1373. Kevin Ray Kadillak Williams v. Shanna Kaye Boling-Williams.
2009-1374. Catherine Holloway v. Benny Lee Holloway.
2009-1375. Dewey Arch Griffith v. Rhonda Sheryl Griffith.
2009-1378. Jamie Raye Reed v. Bryan Richard Reed.
2009-1379. Chad Guthrie v. Kristina Guthrie.
2009-1381. Crystal Harrison v. Daniel Har-

2009-617. Adan Carpio v. Marie Carpio.
2009-618. Heather Watkins v. Charlie Watkins.
2009-705. Charles Grubb v. Sharon Grubb.
2009-723. Maribel Barbosa v. Jose Luis Ambriz.
2009-774. Jason Don Moppin v. Venetta Victoria Moppin.
2009-907. Rebecca Mary Peak v. Roger Thomas Peak.
2009-953. Myra Ann Crockett v. Robert Paul Crockett.
2009-1042. Cindy Beth Banks v. Stevie Conn Banks.

BENTON COUNTY

The following divorces were recorded in the circuit clerk's office from July 30-Aug. 5.

FILED

2009-1282. Colleen E. Sanders v. Jesse W. Sanders.
2009-1283. Mariah Bates v. Tyler Bates.
2009-1290. Jacqueline Lea Panas v. Jeffery Ted Panas.
2009-1296. Tadd Sapone v. Angela Sapone.
2009-1303. Gary L. Lott v. Ana Maria Delgado-Delott.
2009-1304. Amy Bonasso v. Louis Bonasso.
2009-1308. Jimmy D. White v. Katherine E. White.
2009-1309. Kristi Marie Barton v. Thomas Brian Barton.
2009-1310. Stephanie Dawn Austin v. Paul S. Austin.
2009-1311. Joanna Baker v. Bobby Baker.
2009-1312. David Anthony White v. Samantha Grace Morris.
2009-1314. Shannon Gibson v. Dennis Gibson.
2009-1315. Valerie Ann Martinez v. Steven Wayne Martinez.
2009-1317. Mark A. Hewett v. Francene Hewett.

2008-2100. Ashley Simrell v. Kurt Aaron Simrell.
2009-252. Elisa Calderon v. Mario E. Renederos.
2009-677. Linda Martin Szelag v. James Joseph Szelag.
2009-838. Julia Spear v. Randy Lee Spear.
2009-839. Karen Fonda Dougherty v. Robert James Dougherty.
2009-854. Michelle Wade v. Paul Wade.
2009-920. Michelle L. Turley v. Adam R. Turley.

2009-944. Juan Mena v. Maria Hortensia Hernandez.
2009-986. Harold J. Jones v. Rebecca J. Jones.
2009-1007. Long Kim Nguyen v. Ngoc-Nga Thi Vo.
2009-1026. Thomas Benard Eddy v. Laura Dagmar Eddy.
2009-1036. Roxanne Waire v. Matthew Waire.
2009-1070. Deloris S. Parent v. Gary W. Parent.
2009-1081. Mary B. Hill v. Thomas R. Hill.

NOTICE OF PUBLIC HEARING

For a proposed public charter school in Springdale

Sky Foundation, Inc. intends to establish an open enrollment public charter school and will hold a public hearing about the proposed school, Dove School of Excellence. The public hearing will be held on the following date, time and location:

Sunday, August 30, 2009 • 2:00 p.m.
Springdale Public Library
Shiloh Room

405 S. Pleasant • Springdale, AR 72764

Dove School of Excellence will offer exemplary college prep education to underserved communities. Dove School of Excellence is likely to draw its students from Springdale and Fayetteville areas. Community members, parents, students, and any interested persons are cordially invited.

1st White House memoirist started as president's slave

BY RACHEL L. SWARNS
THE NEW YORK TIMES

WASHINGTON — In 1809, a young boy from a wealthy Virginia estate stepped into President James Madison's White House and caught the first glimpse of his new home. The East Room was unfinished, he recalled years later in a memoir. Pennsylvania Avenue was unpaved and "always in an awful condition from either mud or dust."

"The city," he continued, "was a dreary place."

His name was Paul Jennings, and he was an unlikely chronicler of the Madison presidency. When he first walked into the Executive Mansion, he was a 10-year-old slave.

But over the course of his long life, Jennings witnessed, and perhaps participated in, the rescue of George Washington's portrait from the White House during the War of 1812 and stood by the former president at his deathbed. He bought his freedom, helped to organize a daring but unsuccessful slave escape, and became the first person to put his White House recollections into a memoir.

Next week, Jennings' story will take center stage when dozens of his descendants gather for a reunion in the White House. Historians say it will be a remarkable moment in the history of the mansion, which was built with slave labor and is now the residence of President Barack Obama, the first black person to hold the office, and his family.

The visit will highlight the intimate day-to-day role that enslaved men and women played in the White House, historians say.

"It really is a story that isn't well told yet," said Lonnie G. Bunch, director of the Smithsonian National Museum of African American History and Culture. "It lets people realize just how big a shadow slavery cast on America."

William G. Allman, White House curator, said few historical records existed about the black people who lived and worked in the building during its earliest years. Slaves were not allowed to read or write, and their owners often considered their life stories inconsequential.

So the relatively detailed accounting of Jennings' life is notable, particularly because he was so closely linked to Madison and to the portrait of George Washington, which is considered the White House's most valuable historical object. The portrait, painted by Gilbert Stuart, is the only item currently on display that was also present when the White House opened in 1800. The Jennings family will view the painting during the White House reunion on Aug. 24. The Obamas are expected to be away on vacation that day.

"I don't think we've ever had a family group like this visit before," Allman said. "It's just one of those stories that's never going to be front and center because the records are very scanty."

New details about Jennings' life and his family have emerged through the research of Beth Taylor, a research associate at Montpelier, the Madison plantation in Virginia. Over the past two years, Taylor has pored over court records and tracked down and interviewed his descendants, discovering historical documents and the only known photograph of Jennings.

She also found a rare edi-

tion of Jennings' recollections, which was released in 1865 under the title *A Colored Man's Reminiscences of James Madison*. A white acquaintance of Jennings collected his reminiscences and had them published.

In the 19-page memoir, Jennings, who served as a footman and later a valet to Madison, recalled the chaotic escape from the White House hours before the British burned the building in 1814.

He described Madison as a frugal and temperate man who owned only one suit, socialized with Thomas Jefferson and was so careful with his liquor that he probably never "drank a quart of brandy in his whole life."

Jennings was 48 when he bought his freedom, years after Madison's death in 1836, and died in 1874 at age 75.

In March 1848, the *Liberator* newspaper published a letter charging that Dolley Madison had refused to honor her husband's wish to free Jennings. Instead, she sold him to an insurance agent, who in turn sold him to Sen. Daniel Webster for \$120. He promptly set Jennings free and let him work off the debt as a servant in his household.

NOTICE OF PUBLIC HEARING

For a proposed public charter school in Springdale

Sky Foundation, Inc. intends to establish an open enrollment public charter school and will hold a public hearing about the proposed school, Dove School of Excellence. The public hearing will be held on the following date, time and location:

Sunday, August 30, 2009 • 2:00 p.m.

Springdale Public Library

Shiloh Room

405 S. Pleasant • Springdale, AR 72764

Dove School of Excellence will offer exemplary college prep education to underserved communities. Dove School of Excellence is likely to draw its students from Springdale and Fayetteville areas. Community members, parents, students, and any interested persons are cordially invited.

SUPER G
DR. BARR
eye



Bring In
And We W

COMPLET

1 PAIR
FOR

2 PAIR
FOR

Fr
Frames from Value Collection and

Free Frame

e memoirist ent's slave

led ac-
e is no-
use he
Madi-
George
sidered
valuable
portrait,
t, is the
display
nen the
a 1800.
ll view
White
14. The
e away

tion of Jennings' recollections, which was released in 1865 under the title *A Colored Man's Reminiscences of James Madison*. A white acquaintance of Jennings collected his reminiscences and had them published.

In the 19-page memoir, Jennings, who served as a footman and later a valet to Madison, recalled the chaotic escape from the White House hours before the British burned the building in 1814.

He described Madison as a frugal and temperate man who owned only one suit, socialized with Thomas Jefferson and was so careful with his liquor that he probably never "drank a quart of brandy in his whole life."

Jennings was 48 when he bought his freedom, years after Madison's death in 1836, and died in 1874 at age 75.

In March 1848, the *Liberator* newspaper published a letter charging that Dolley Madison had refused to honor her husband's wish to free Jennings. Instead, she sold him to an insurance agent, who in turn sold him to Sen. Daniel Webster for \$120. He promptly set Jennings free and let him work off the debt as a servant in his household.

F PUBLIC HEARING

olic charter school in Springdale

intends to establish an open
arter school and will hold a public
roposed school, Dove School of
hearing will be held on the following

ust 30, 2009 • 2:00 p.m.

dale Public Library

Shiloh Room

nt • Springdale, AR 72764

nce will offer exemplary college prep
ved communities. Dove School of
aw its students from Springdale and
munity members, parents, students,

SUPER GRAND OPENING!

DR. BARNES'
EYEMART
EXPRESS



"Guaranteed
lowest prices
on all brand name
frames, rimless
styles, kids frames
& titanium frames"

Bring In Your Prescription
And We Will Save You Money

COMPLETE PAIR OF GLASSES

1 PAIR FOR \$38⁷⁴

2 PAIR FOR \$67⁹²

Frames & Lenses!

Frames from Value Collection and single-vision plastic lenses. Bifocals extra. Doctor's prescription required.

staff members were also injured in the melee, although none of the employees was admitted to the hospital, said Cheryl Million, a spokesman for the Kentucky Department of Corrections.

Officers in riot gear rushed the prisoners with tear gas about 9 p.m. Friday, and all the inmates were subdued in less than two hours, authorities said.

Six buildings had burned, including a kitchen, medical center, canteen and visitation area. Million also said all but one of the dormitories, a 196-bed unit, were damaged and uninhabitable.

A bus carrying some 42 inmates deemed higher security risks left the property shortly after 6 a.m., heading to an undisclosed facility. It wasn't clear how many other inmates would have to be moved.

Gov. Steve Beshear praised corrections officials and state police for handling the situation without any serious injuries.

"Their work last night in the face of the most trying circumstances was truly remarkable," Beshear said in a statement. "Corrections officials are currently assessing the extent of damage to determine the needs

caped.

Portable toilets were brought in, and prison officials were using temporary food stations to feed the prisoners because the fire in the kitchen destroyed much of the prison's food supply.

"Everything seems to be at a calm," Jude said. "They're sitting down, kind of going with the program right now."

Jude didn't immediately say what caused the rioting, which began around 6:30 p.m. Friday.

Prison spokesman Mendalyn Cochran said Friday that the

was designed to hold about half as many inmates, although investigators say they don't know whether crowding helped spark the racially charged riot.

Northpoint has more than 1,100 general population inmates housed in six open-bay dormitories, according to its Web site. An additional 60 special-management inmates are housed in single cells in a separate structure, and 40 minimum-security inmates are housed in another separate structure.

It opened in 1983 and has a staff of 285.

NOTICE OF PUBLIC HEARING

For a proposed public charter school in Springdale

Sky Foundation, Inc. intends to establish an open enrollment public charter school and will hold a public hearing about the proposed school, Dove School of Excellence. The public hearing will be held on the following date, time and location:

Sunday, August 30, 2009 • 2:00 p.m.

Springdale Public Library

Shiloh Room

405 S. Pleasant • Springdale, AR 72764

Dove School of Excellence will offer exemplary college prep education to underserved communities. Dove School of Excellence is likely to draw its students from Springdale and Fayetteville areas. Community members, parents, students, and any interested persons are cordially invited.

Jackson inquiry leads to raid of pharmacy

THE ASSOCIATED PRESS

BEVERLY HILLS, Calif. — Federal drug agents raided a Beverly Hills pharmacy Friday as part of the investigation into Michael Jackson's death.

Drug Enforcement Administration agents served a warrant at the Mickey Fine Pharmacy & Grill, seeking evidence of improper dispensing of controlled substances, agency spokesman Jose Martinez said.

Agents left with at least one box containing records after a search that lasted about five hours.

A message left seeking comment from the manager of the pharmacy was not immediately returned.

The pharmacy sued Jackson in January 2007, claiming the singer owed more than \$100,000 for prescription drugs over the previous two years. The matter was quickly resolved, and Jackson's spokesman at the time said it was related to the administration of the singer's finances.

Friday's raid came a week after authorities raided a Nevada pharmacy where Dr. Conrad Murray, the doctor who was with Jackson when he died, bought the anesthetic propofol.

Got Shades????

Come see us for your Summer Sunglasses update!



Demand 100% UV protection: Protect your eyes from dangerous ultraviolet rays that will age your eyelid skin, accelerate cataract formation, and contribute to vision loss later in life.

Tint is irrelevant: The intensity of the dark tint (or mirror coating) does not correlate with filter strength.

Stare from glare? Ask about polarized lenses to reduce or eliminate harsh glare.

Wraparounds: Give yourself complete protection.

Durability: Whether prescription or OTC, make sure the lenses are made of polycarbonate.

Whether you need sunglasses for your favorite sporting hobby or want the perfect pair for a day at the beach we have a complete selection to meet your needs.



Prada, Burberry, Guess, Kate Spade, Vera Wang, Ray Ban, Maui Jim, Wiley X and Oakley.

KIDS: MFS Sunwear (ages 6 months and up) Ray Ban

888-338-38

Walmart >
Vision

Prescription

Complete
Pair for

Includes:

- Dozens of
- Single Vision
- Scratch Resistant

1 Year Br

2110 West Walnut
Rogers, AR

2004 South Pleasant
Springdale, AR

8301 Rogers Avenue
Fort Smith, AR

2875

4208 Pleasant Crossing B
Rogers, AR

Bill weakens as it nears East Coast



AP/The Press of Atlantic City/ANTHONY SMEDILE
The Ventnor fishing pier in Atlantic City, N.J., churns in the Atlantic Ocean.

The worst of Bill was expected to pass about 150 to 200 miles east of Martha's Vineyard before Obama's arrival today. The Obamas delayed their planned morning departure from Andrews Air Force Base to midafternoon because of the weather, White House aides said.

On Saturday, nearly all south-facing beaches on the island were

closed to swimmers and large signs blocked roadways to shorefronts. Meanwhile, lifeguards used caution tape to rope off access points, and police patrolled the beach to enforce the closings.

"The concern we have now is that the riptides are very strong," said lifeguard James Costantini. "There's a very strong undertow."

Longtime Vineyard vacationer Jack DeCoste, 69, of Plymouth, Mass., was unimpressed with the storm as he lounged in a beach chair in Edgartown.

"I don't think it's going to impact things that much," DeCoste said. "I think it'll be in and out of here fairly quickly."

The high waves that worried safety officials had surfers buzzing. Scott Fisher, 38, was at Nantasket Beach in Hull, where the morning's moderate waves were expected to build throughout the day.

"People wait all summer for this," he said.

The storm was expected to reach Canadian waters early this morning, and the Canadian Hurricane Center on Saturday issued a

hurricane watch for areas of Nova Scotia, where winds speeds could hit 74 mph with gusts of 87 mph.

Marine Atlantic suspended ferry service between Port aux Basques, Newfoundland and North Sydney, Nova Scotia, beginning this morning, saying the risks were just too high.

In Atlantic City, N.J., surfers gathered Saturday on beaches where 20-foot waves were expected. But only a few were willing to take their boards into the big swells.

Atlantic City Beach Patrol Chief Rod Aluise told *The Press of Atlantic City* that some surfers just stood on the beach "with their eyes popping out" at the size of the waves.

"This is only for experienced surfers," Aluise said.

The stormy conditions were expected to last through the weekend.

Hurricane Bill moved past Bermuda earlier Saturday, leaving behind sunny skies, debris and flooding, but no casualties.

The storm mostly spared the pink-sand shores, though it cut power to about 3,700 customers

and flooded some roads along the north coast. The airport was closed overnight and expected to reopen Saturday afternoon. All ferry service was canceled until today.

"It was something to behold. I've never been in a hurricane before," said ESPN sportscaster Kenny Mayne, who hoped to return to the U.S. today.

A government spokesman said the British territory's hospitals had no storm-related patients.

Meanwhile, forecasters said Tropical Storm Hilda formed far out in the Pacific on Saturday but was not threatening land. It had maximum sustained winds near 40 mph and was not expected to strengthen.

On Saturday evening, it was about 1,930 miles west-southwest of the southern tip of Mexico's Baja California peninsula and 1,225 miles east-southeast of Hilo, Hawaii.

Information for this article was contributed by Bruce Shipkowski, Karen Testa, Jay Lindsay, Jennifer Peltz, Amanda Dale, Rob Gillies and Gillian Gaynair of *The Associated Press*.

Prison set afire

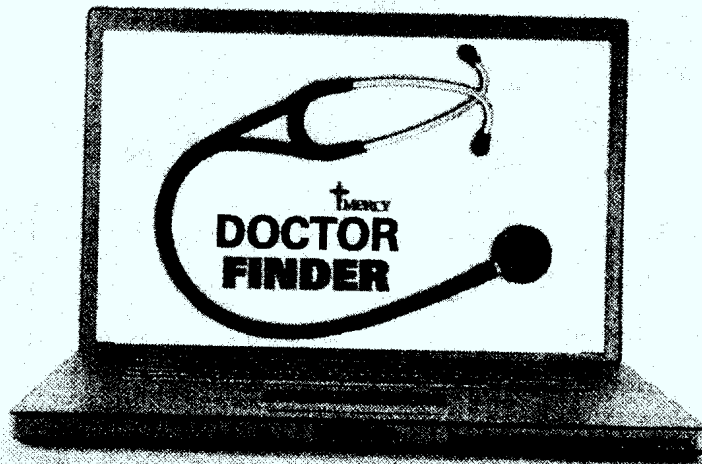
facility's 1,200 inmates

prison had been on lockdown since Tuesday, when one group of inmates assaulted two others, *The Advocate-Messenger* of Danville reported. Later Friday, some inmates started setting fires in trash cans, she said.

Million wouldn't confirm the report, saying only that some of the fires started in trash cans and that some inmates had access to matches because smoking is allowed in parts of the prison.

The melee in Kentucky comes two weeks after more than 1,000 inmates rioted at the California Institution for Men in Southern California. The prison was designed to hold about half as many inmates, although investigators say they don't know whether crowding helped spark the racially charged riot.

Northpoint has more than 1,100 general population inmates housed in its own buildings.



DON'T HAVE A DOCTOR?
MERCY WILL HELP YOU FIND THE RIGHT ONE.

Accepting Medicare patients.



Attachment # 4

Certified letters to Superintendents

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

FAYETTEVILLE AR 72701

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$2.30
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$5.54

08/10/2009

Sent To
 Superintendent of Schools Vicki Thomas
 Street, Apt. No., or PO Box No. 1000 W. Stone St.
 City, State, ZIP+4 Fayetteville, AR, 72701

PS Form 3800, August 2006 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 72201

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To
 Arkansas Dep. of Education Charter School Office
 Street, Apt. No., or PO Box No. 4 Capital Mall, Room 305-B
 City, State, ZIP+4 Little Rock, AR, 72201

PS Form 3800, August 2006 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

SPRINGDALE AR 72766

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To
 Vice Pres. Mr. Danny Datsun
 Street, Apt. No., or PO Box No. P.O. Box 6490
 City, State, ZIP+4 Springdale, AR, 72766

PS Form 3800, August 2006 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

SPRINGDALE AR 72762

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To
 President Mr. David Van Belber
 Street, Apt. No., or PO Box No. 2683 North 40th St.
 City, State, ZIP+4 Springdale, AR, 72762

PS Form 3800, August 2006 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

SPRINGDALE AR 72764

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To
 Treasurer Mrs. Kathy McFetridge
 Street, Apt. No., or PO Box No. 1644 Cartwright Circle
 City, State, ZIP+4 Springdale, AR, 72764

PS Form 3800, August 2006 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

SPRINGDALE AR 72762

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To
 Mr. Jim Bradford
 Street, Apt. No., or PO Box No. 2387 South Maestri Rd.
 City, State, ZIP+4 Springdale, AR, 72762

PS Form 3800, August 2006 See Reverse for Instructions

7009 1410 0000 0835 4235

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

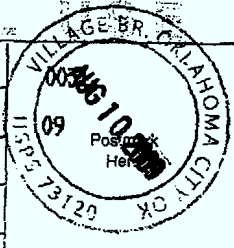
SPRINGDALE AR 72765

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To: Superintendent Jim D. Rollins
 Street, Apt. No., or PO Box No.: 804 West Johnson Ave
 City, State, ZIP+4: Springdale, AR, 72765

PS Form 3800, August 2006 See Reverse for Instructions



7009 1410 0000 0835 4235

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

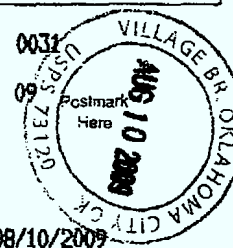
FAYETTEVILLE AR 72703

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To: Susan Heil
 Street, Apt. No., or PO Box No.: 2310 Blue Mesa
 City, State, ZIP+4: Fayetteville, AR, 72703

PS Form 3800, August 2006 See Reverse for Instructions



7009 1410 0000 0835 4242

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

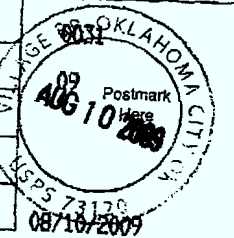
SPRINGDALE AR 72766

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To: Mr. Mike Luttrell
 Street, Apt. No., or PO Box No.: P.O. Box 7570
 City, State, ZIP+4: Springdale, AR, 72766

PS Form 3800, August 2006 See Reverse for Instructions



7009 1410 0000 0835 4255

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

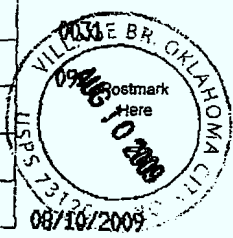
SPRINGDALE AR 72764

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To: Mr. Eddie Carter
 Street, Apt. No., or PO Box No.: 2360 Rockburn Ave
 City, State, ZIP+4: Springdale, AR, 72764

PS Form 3800, August 2006 See Reverse for Instructions



7009 1410 0000 0835 4266

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

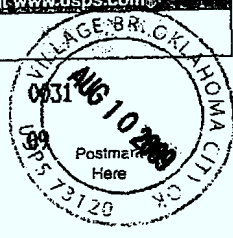
SPRINGDALE AR 72762

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34

08/10/2009

Sent To: Mr. Jeff Williams
 Street, Apt. No., or PO Box No.: 3877 Laurel Ridge
 City, State, ZIP+4: Springdale, AR, 72762

PS Form 3800, August 2006 See Reverse for Instructions



Attachment # 5

Bell Schedule

DOVE SCHOOL OF EXCELLENCE - SPRINGDALE			
DAILY BELL SCHEDULE*			
GRADES K THRU 4		GRADES 5 THRU 8	
07:25-07:45	Breakfast	07:25-07:45	Breakfast
07:45-07:50	Break	07:45-07:50	Break
07:50-08:00	Homeroom	07:50-08:00	Homeroom
08:00-08:05	Break	08:00-08:05	Break
08:05-09:05	1st Period	08:05-09:05	1st Period
09:05-09:10	Break	09:05-09:10	Break
09:10-10:10	2nd Period	09:10-10:10	2nd Period
10:10-10:15	Break	10:10-10:15	Break
10:15-11:15	3rd Period	10:15-11:15	3rd Period
11:15-11:20	Break	11:15-11:20	Break
11:20-11:45	Lunch	11:20-12:20	4th Period
11:45-11:50	Break	12:20-12:25	Break
11:50-12:50	4th Period	12:25-12:50	Lunch
12:50-12:55	Break	12:50-12:55	Break
12:55-01:55	5th Period	12:55-01:55	5th Period
01:55-02:00	Break	01:55-02:00	Break
02:00-03:00	6th Period	02:00-03:00	6th Period
03:00-03:10	Dismissal	03:00-03:10	Dismissal
03:10-04:00	Clubs/Tutoring**	03:10-04:00	Clubs/Tutoring**
04:00-04:05	Break	04:00-04:05	Break
04:05-05:00	After School Care	04:05-05:00	After School Care

* There are six (6) hours of instruction time per day.

** After school activities and care are only for 4 thru 8 grade students.

Attachment # 6

School Calendar

DOVE SCHOOL OF EXCELLENCE - SPRINGDALE
2010 – 2011 ACADEMIC SCHOOL CALENDAR

August 16, 2010 ----- First Day for Teachers

August 16-20, 2010 ----- Staff Development Days (Students Out)

August 23, 2010 ----- School Begins – First Day for Students

September 6, 2010 ----- Labor Day Holiday (School Closed)

September 22, 2010 ----- Parent-Teacher Conferences (Students Out)

October 22, 2010 ----- End of the 1st Quarter (43 Days)

October 25, 2010 ----- Beginning of the 2nd Quarter

October 28-29, 2010 ----- Staff Development Days (Students Out)

November 24-26, 2010 ----- Thanksgiving Holidays (School Closed)

December 23, 2010 ----- Winter Vacation Begins (School Closed)

January 3-4, 2011 ----- Staff Development Days (Students Out)

January 5, 2011 ----- School Resumes

January 17, 2011 ----- M.L. King Holiday (School Closed)

January 18, 2011 ----- End of the 2nd Quarter (47 Days)

January 19, 2011 ----- Beginning of the 3rd Quarter

January 21, 2011 ----- Staff Development Day (Students Out)

February 11, 2011 ----- Parent-Teacher Conferences (Students Out)

March 18, 2011 ----- End of the 3rd Quarter (43 Days)

March 21-25, 2011 ----- Spring Break (School Closed)

March 28, 2011 ----- Beginning of the 4th Quarter

May 30, 2011 ----- Memorial Day Holiday (School Closed)

June 1, 2011 ----- End of 4th Quarter (47 Days)

Last Day for Students

June 2, 2011 ----- Staff Development Day

Last Day for Teachers

TOTAL STUDENT DAYS --- 180

TOTAL TEACHER WORKDAYS --- 190

Attachment # 7

Lease Agreement

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): ALLYOU LLC.

Lessee (Tenant): Sky Foundation Inc.

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

Describe the present use of the facility and use for prior three (3) years:

Currently Storage, Ozark Guidance Center
before, before that Church.

Premises:

219 S. Thompson Springdale, AR, 72764
address

20,000 sqft.
square footage

Terms of Lease:

5 years lease

Rental Amount:

\$ 5 sqft / year

Contingency:

The terms of this agreement are contingent upon

SKY Foundation (sponsoring entity)
receiving a charter to operate an open-enrollment public
charter school from the State Board of Education
by November of 2009.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

By Bilal Ertürk

Date 8/28/2009

Lessor:

[Signature]

By Sky, Koutch HBA

Date 8-28-09

Attachment # 8

Budget for 2010-11

**DSE SPRINGDALE
PROPOSED BUDGET
Fiscal Year 2010-2011**

Line No.	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	Estimated State Charter School Aid:		
2	No. of Students(375) x \$5905 State Funding		
	No. of Students(375) x \$35 Enhancement Funding		
3	Total State Charter School Aid	1,747,500	<u>1,747,500</u>
4			
5	Other Sources of Revenues:		
6	Contributions		
7	Grants (Federal Start up Grant)	450,000	
9	Other	180,000	
	Federal Titles 35,000 - Lunch - Breakfast Reimbursement 60,000 - NSLA 45,000 - Special education Grant 40,000		
10	Total Other Sources of Revenues	630,000	<u>630,000</u>
11			
12	TOTAL REVENUES		<u>2,377,500</u>
13			
14	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
15			
16	Administration:		
17	Salaries: (No. of Positions_4__)	<u>200,000</u>	
18	Fringe Benefits	<u>43,431</u>	
19	Purchased Services	<u>6,000</u>	
20	Supplies and Materials	<u>6,350</u>	
21	Equipment	<u>12,000</u>	
22	Other (Technology Start-Up Costs)	<u>45,000</u>	<u>312,781</u>
23			
24	Regular Classroom Instruction:		
25	Salaries: (No. of Positions_20_)	<u>700,000</u>	
26	Fringe Benefits	<u>151,681</u>	
27	Purchased Services (Staff Dev)	<u>15,000</u>	
28	Supplies and Materials(Textbooks, Software)	<u>125,000</u>	
29	Equipment (Tech. Equipment - Furniture)	<u>140,000</u>	
30	Other		<u>1,131,681</u>
31			
32	Special Education:		
33	Salaries: (No. of Positions_1_)	<u>50,000</u>	
34	Fringe Benefits	<u>10,956</u>	
35	Purchased Services	<u>0</u>	
36	Supplies and Materials(Books, Software)	<u>7,500</u>	
37	Equipment (Tech. Equipment - Furniture)	<u>5,250</u>	
38	Other		<u>73,706</u>

(Budget Continued)

39			
40	Gifted and Talented Program:		
41	Salaries: (No. of Positions___)		
42	Fringe Benefits		
43	Purchased Services		
44	Supplies and Materials		
45	Equipment		
46	Other		<u>0</u>
47			
48	Alternative Education Program:		
49	Salaries: (No. of Positions___)		
50	Fringe Benefits		
51	Purchased Services		
52	Supplies and Materials		
53	Equipment		
54	Other		<u>0</u>
55			
56	Guidance Services:		
57	Salaries: (No. of Positions_1_)	40,000	
58	Fringe Benefits	<u>8,791</u>	
59	Purchased Services	<u>3,000</u>	
60	Supplies and Materials	<u>1,000</u>	
61	Equipment	<u>500</u>	
62	Other		<u>53,291</u>
63			
64	Health Services:		
65	Salaries: (No. of Positions_1_)	<u>40,000</u>	
66	Fringe Benefits	<u>7,974</u>	
67	Purchased Services		
68	Supplies and Materials(Books, Software)	<u>8,000</u>	
69	Equipment (Tech. Equipment - Furniture)	<u>5,000</u>	
70	Other		<u>60,974</u>
71			
72	Media Services:		
73	Salaries: (No. of Positions_1_)	<u>35,000</u>	
74	Fringe Benefits	<u>7,709</u>	
75	Purchased Services		
76	Supplies and Materials(Books, Software)	<u>15,000</u>	
77	Equipment (Tech. Equipment - Furniture)	<u>5,000</u>	
78	Other		<u>62,709</u>
79			
80	Fiscal Services-Business Manager:		
81	Salaries: (No. of Positions_1_)	40,000	
82	Fringe Benefits	<u>8,791</u>	
83	Purchased Services	2,000	
84	Supplies and Materials	1,000	
85	Equipment		

(Budget Continued)

86	Other		51,791
87			
88	Maintenance and Operation:		
89	Salaries: (No. of Positions____)		
90	Fringe Benefits		
91	Purchased Services	<u>32,000</u>	
92	(Include Utilities)		
93	Supplies and Materials	<u>15,000</u>	
94	Equipment	<u>5,000</u>	
95	Other		<u>52,000</u>
96			
97	Pupil Transportation:		
98	Salaries: Number of Positions ____		
99	Fringe Benefits		
100	Purchased Services		
101	Supplies and Materials		
102	Equipment		
103	Other		0
104			
105	Food Services:		
106	Salaries: (No. of Positions____)		
107	Fringe Benefits		
108	Purchased Services	60,000	
109	Supplies and Materials	3,500	
110	Equipment	1,500	
111	Other		<u>65,000</u>
112			
113	Data Processing:		
114	Salaries: (No. of Positions____)	<u>37,000</u>	
115	Fringe Benefits	<u>8,142</u>	
116	Purchased Services		
117	Supplies and Materials	<u>2,000</u>	
118	Equipment	<u>3,000</u>	
119	Other		<u>50,142</u>
120			
121	Substitute Personnel:		
122	Salaries: (No. of Positions_1__)	18,000	
123	Fringe Benefits	<u>4,028</u>	
124			<u>22,028</u>
125	Debt Expenditures		
126	Other Expenditures		
127	Building Lease	<u>120,000</u>	<u>120,000</u>
128	Insurances	<u>15,000</u>	<u>15,000</u>
129			
130	TOTAL EXPENDITURES		<u>2,071,102</u>

Attachment # 9

Salary Schedule

DOVE SCHOOL OF EXCELLENCE- SPRINGDALE
A College Preparatory Public Charter School

12-Month Administrator & Teacher Salary Schedule

12-Month with Bachelors			
0	\$33,546	\$49,500	\$59,500
1	\$34,475	\$51,000	\$62,000
2-3	\$35,711	\$53,500	\$64,500
4-6	\$37,290	\$55,000	\$67,500
7-10	\$39,108	\$57,500	\$70,500
11-15	\$43,195	\$59,500	\$73,500
16-20	\$46,417	\$61,000	\$76,000
20+	\$48,602	\$63,500	\$78,500

12-Month with Masters			
0	\$35,553	\$54,000	\$64,000
1	\$36,622	\$57,500	\$67,500
2-3	\$37,045	\$60,000	\$71,000
4-6	\$38,862	\$63,000	\$74,500
7-10	\$40,954	\$66,500	\$78,000
11-15	\$45,356	\$69,500	\$81,500
16-20	\$47,914	\$72,500	\$85,000
20+	\$50,429	\$75,000	\$88,000

12-Month with Doctorate			
0	\$40,000	\$58,500	\$67,500
1	\$41,120	\$61,200	\$71,000
2-3	\$42,610	\$64,500	\$74,500
4-6	\$43,513	\$67,000	\$78,500
7-10	\$45,704	\$70,500	\$81,500
11-15	\$51,220	\$73,000	\$84,500
16-20	\$53,899	\$76,500	\$88,000
20+	\$55,533	\$79,500	\$91,500

Attachment # 10

Exemption Letters

OFFICE OF THE SECRETARY OF STATE



NOT FOR PROFIT
CERTIFICATE OF INCORPORATION

WHEREAS, the Certificate of Incorporation of

SKY FOUNDATION, INC.

has been filed in the office of the Secretary of State as provided by the laws of the State of Oklahoma.

NOW THEREFORE, I, the undersigned, Secretary of State of the State of Oklahoma, by virtue of the powers vested in me by law, do hereby issue this certificate evidencing such filing.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the Great Seal of the State of Oklahoma.



Filed in the City of Oklahoma City this 22nd
day of November, 1999.


Secretary of State
By: 

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

DEPARTMENT OF THE TREASURY

Date: JUL 20 2000

SKY FOUNDATION, INC.
D/B/A DOVE SCIENCE ACADEMY CHARTER
SCHOOL
36 S. UNIVERSITY PLACE, STE 12
STILLWATER, OK 74075

Employer Identification Number:
73-1578930

DLN:

400178062

Contact Person:
COLLEEN LAWSON

ID# 75897

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31

Form 990 Required:
Yes

Addendum Applies:
Yes

Dear Applicant:

Based on information 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).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration 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).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware

Letter 947 (DO/CG)

SKY FOUNDATION, INC.

of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the 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 Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors 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. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, 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.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The 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 return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

SKY FOUNDATION, INC.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help 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,

Steven T. Miller

Steven T. Miller
Director, Exempt Organizations

Enclosure(s):
Addendum

SKY FOUNDATION, INC.

You are not subject to the publishing requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as long as you operate a charter school. If your method of operation changes to the extent that your charter is terminated, canceled, or not renewed, you should notify your Key District Office. If you continue to operate as a private school, you will be required to comply with the publishing requirements of Revenue Procedure 75-50.

Attachment # 11

Evidence of Parental and Community Support
(Copies of Public Hearing Sign-up Sheet)

Public Support

for Dove School of Excellence-Springdale


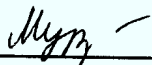



Sign-in Sheet

#	Name	Signature
1	Debbie Alsip	Debbie Alsip
2	Ashraf Hajiyev	Ashraf Hajiyev
3	James Haley	James Haley
4	Ruby Faundo	Ruby Faundo
5	Henry Thorp	Henry Thorp
6	D. Nettles	D. Nettles
7	Paul Harp	P. Harp
8	Tim Upborn	Tim Upborn
9	Jan Lowe	Jan Lowe
10	L. Hale	L. Hale
11	Kenone Coates	K. Coates
12	Corrine Messitt	Corrine Messitt
13	Jim L. Haley	Jim L. Haley
14		
15		
16		
17		
18		
19		
20		

Public Support

for Dove School of Excellence-Springdale

Sign-in Sheet

#	Name	Signature
1	Alp Erken	
2	Azamat Murzabekov	
3	Abdulkhenaft Baul	
4	H.Y. Korchetov BAGH	
5	Frederick Bisbee	
6	Logan Martin	Logan Martin
7	Donna Reed	DReed
8	Donald Ness	Donald Ness
9	Albert Smith	Albert Smith
10	Gordon Slothower	G.Slothower.
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Public Support for Dove School of Excellence-Springdale

Sign-in Sheet

#	Name	Signature
1	Mary Kennington	Mary Kennington
2	Azamat Murzabekov	Azamat
3	Ridvan Bedik	R. Bedik
4	Behlul Saka	Behlul Saka
5	Clarissa Saka	Clarissa Saka
6	Vahida Zamana	Vahida Zamana
7	Tahira Kouchugh	Tahira
8	Nekrose Lamb	Lamb
9	Richard Reese	Richard Reese
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Attachment # 12

Statement of Assurances

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Chief Operating Officer of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Ann. § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of Chief Operating Officer of the School

Date: 8/28/2009

Kaan Camur

Print or type name

Springdale Public Schools

P.O. Box 8 • Springdale, Arkansas 72765



Received charter school proposal

8-31-09

Thomas D. Powell

(479) 750-8800

U.S. Postal ServiceTM CERTIFIED MAILTM RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

SPRINGDALE AR 72765

Postage	\$ 4.95	0745
Certified Fee	\$2.80	05
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 47.75	
		08/31/2009

Sent To: *Jim D. Rollins*
 Street, Apt. No.,
 or PO Box No. *804 W. Johnson Ave.*
 City, State, ZIP+4[®] *Springdale AR 72765*

PS Form 3800, August 2006

See Reverse for Instructions

U.S. Postal ServiceTM CERTIFIED MAILTM RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

FAYETTEVILLE AR 72701

Postage	\$ 4.95	0745
Certified Fee	\$2.80	05
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 47.75	
		08/31/2009

Sent To: *Vicki Thomas*
 Street, Apt. No.,
 or PO Box No. *1000 W. Stone St.*
 City, State, ZIP+4[®] *Fayetteville, AR 72701*

PS Form 3800, August 2006

See Reverse for Instructions

6669 6666 2000 0022 9002

9869 6666 2000 0022 9002

RECEIVED

AUG 31 2009

HUMAN RESOURCES

*Fayetteville School
District*

Dove School of Excellence

Springdale, Arkansas

A Charter School Proposal

Planning to Open in 2010-2011

Submitted by

Sky Foundation Inc.

August 31, 2009

Application Cycle 2010

ADE Evaluation

Dove School of Excellence



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

September 28, 2009

Bilal Erturk
Sky Foundation
4444 N. Classen Blvd
Oklahoma City, OK 73120

Dear Applicant:

Recently you received a letter dated September 25, 2009, from the Arkansas Department of Education, Charter School Office, that was sent with your completed review of your Charter application. The letter stated written responses should be returned "**no later than 4:00 p.m., Friday, October 28, 2009**". That date is incorrect.

The correct date for written responses is **no later than 4:00 p.m., Friday, October 23, 2009**. Responses received later than 4:00 p.m. on Friday, October 23, 2009, will not be accepted. Please allow for adequate mailing time and delivery.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Responses should be sent to the following address:

Mary Ann D. Brown, Ed.D
Charter School Office
Four Capital Mall, Room 105-C
Little Rock, AR 72201

We are sorry for any inconvenience this may have caused your office. Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D
Charter School Program Director

MAB/jf

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

September 25, 2009

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

Bilal Erturk

Sky Foundation

4444 N. Classen Blvd

Oklahoma City, OK 73120

Dear Applicant:

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per 9.01 of the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

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 4:00 p.m., Friday October 28, 2009.**

Responses should be sent to the following address:

Dr. Mary Ann D. Brown
Charter School Office
Four Capital Mall, Room 105-C
Little Rock, AR 72201

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

Thank you,

Mary Ann D. Brown, Ed.D.
Charter School Program Director

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Enclosure: Public Charter School Application Evaluation

2009-2010
Public Charter School
Application Evaluation Report

Dove School of Excellence



Provided by:
Arkansas Department of Education
Charter School Office

Application Evaluation Report

Dove School of Excellence

Charter School Application Evaluation Instrument.....	1
Eligible entity Status.....	2
Pre-Application Materials.....	2
Standards 1 and 2: Public Hearing Results.....	3
Standard 3: Governing Structure.....	3
Standard 4: Mission Statement.....	4
Standard 5: Educational Need.....	4
Standard 6: Educational Program.....	5
Standard 7: Academic Achievement Goals.....	5
Standard 8: Curriculum Development and Alignment.....	6
Standard 9: Geographical Service Area.....	6
Standard 10: Annual Progress Reports.....	7
Standard 11: Enrollment Criteria and Procedures.....	7
Standard 12: Staffing Plan.....	8
Standard 13: Business and Budgeting Plan.....	8
Standard 14: Financial and Programmatic Audit Plan.....	9
Standard 15: Arkansas Public School Computer Networking Assurances.....	9
Standard 16: Facilities.....	10
Standard 17: Student Services.....	11
Standard 18: Student Services (Food).....	11
Standard 19: Parental Involvement.....	12
Standard 20: Waivers.....	13
Standard 21: Desegregation Assurances.....	14
Attachment 1: Charter School Operations and Maintenance Compliance Report (Site 1)	
Attachment 2: Charter School Operations and Maintenance Compliance Report (Site 2)	



ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: Dove School of Excellence

Eligible entity status:

- ☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☒ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application for Non-Sectarian Organization Exempt from Taxes Approved – Please refer to Not for Profit Certificate of Incorporation (page 94) and Letter from Internal Revenue Service Recognizing Exemption under Section 501 (c)(3) dated of July 20, 2000 (pages 95-98).

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Letter of Intent was submitted within the deadline.	
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks evidence of community support. Please provide copy of the letter submitted to superintendents regarding public hearing.	Pages 4, 64-80

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide additional detailed rationale on board structure and selection of board members. Please address in detail the role of students and community in the decision making of the school.	Pages 4-8

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application does not provide a mission statement that is meaningful, manageable and measurable.	Page 8

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application does not provide a specific rationale for how the charter school will enhance or expand the educational options currently available.	Pages 8-12

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets standard criteria.	Pages 12-30, 81-84
Concerns and Additional Questions	Reference
Please clarify if secondary courses cited will be taught utilizing the high school curriculum frameworks for high school course credit.	Pages 20-23, 25-26

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks specific goals in reading comprehension and mathematics reasoning. Goals are general and lack measurability.	Pages 30-39

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application does not provide timeline for aligning the curriculum with the Arkansas Department of Education or a sound rationale plan with evidence that the curriculum is aligned.	Pages 39-41

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks data on the expected numbers of students to transfer to the charter school.	Page 41

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks a plan for documenting and reporting student performance data.	Page 41

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets standard criteria.	Pages 42-43
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Application lacks job description for board members and professional qualifications for teachers.		Pages 43-46, 91-92

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
The application indicated that the school will hire a full-time Business Manager. The application provides a detailed description of the school's financial management plan. The proposed budgeted expenditures are within the scope of the anticipated revenue.		Pages 46-50, 88-90, and 94
Concerns and Additional Questions		Reference
The amount of revenue projected for State Funding based on 375 students @ \$5,905 State Foundation Funding and \$35 Enhancement Funding, calculates to \$2,227,500. The budget template lists an amount of \$1,747,500. The budget template lists the total expenditures at \$2,071,102. The correct total is \$2,071,103. The budget includes revenue from several grant sources that are not guaranteed funds.		Budget Template pages 88 and 90.

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Annual audit will be conducted by the Division of Legislative Audit or by independent audit in compliance with Arkansas Code.	Page 50
Concerns and Additional Questions	Reference

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
The application assures that the school will participate in the Arkansas Public School Computer Network (APSCN) as required.	Page 50
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Application includes two (2) different addresses. Please clarify which facility will be utilized for the charter school. Additional information is needed regarding the details of the facility, such as lease agreement and a detailed outline of any relationships between the property owner and members of the school.		Pages 1, 51, 85-86
Legal Review		
<ol style="list-style-type: none"> Any facilities used by the Applicant 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. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed facilities as well as compliance with health, safety, building and zoning laws. The applicant did include a Facilities Use Agreement with its application, but did not include a proposed Lease Agreement. A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the Application is taken. 		
Charter School Site Visit Report Provided by the Division of Public School Academic Facilities and Transportation – Please refer to attachment 1.		

STANDARD 17 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Special Education - Though the application lists how special education students will be located and identified, additional information is needed regarding how students will be educationally served.	Pages 51-55

STANDARD 18 OF APPLICATION: STUDENT SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application does not provide a detailed plan as to how they will serve all eligible students in accordance with USDA guidelines. In seeking to contract with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance.	Page 55

STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
The application cites the formation of an action team to address parental involvement.	Pages 56-58
Concerns and Additional Questions	Reference
Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements.	

STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application does not include an explanation of waivers requested.	Pages 58-61

Legal Review

- a.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-902, Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools, the Department's Rules Governing Highly Qualified Teachers, and the Department's Rules Governing Teacher Licensure:
- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
 - The ADE Rules 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 and central registry checks.
- b.) ADE Rules Governing Minimum Schoolhouse Construction:
- These Rules no longer exist; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.
- c.) Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"):
- Under Ark. Code Ann. § 6-17-919, the only requirement which would be waived is the ability to pay a teacher's salary only upon the filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher.

STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

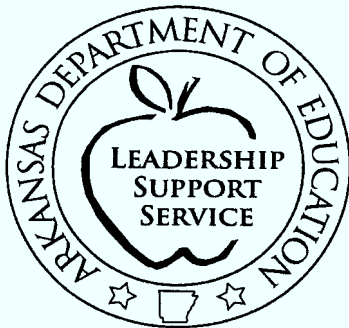
A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets the standard criteria.	Pages 61-63
Concerns and Additional Questions	Reference
For complete information, please see forthcoming Desegregation Memos from the Arkansas Department of Education -General Counsel Office.	

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School Dove School of Excellence Date 9/15/2009

Address 901 West Robinson Springdale, AR Phone _____

Director _____ E-Mail _____

School Contact (Name/Position) Alp Ertem Phone 479-387-4970

Facility is: _____ Proposed ☒ Existing _____ New Construction _____

Required Inspections and Staff Training

1. Maintenance Procedures Manual _____
2. Training Manual _____
3. Fire Extinguishers Serviced Annually _____
4. Fire Extinguishers Inspected Monthly _____
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall _____
6. Fire Alarm System tested/inspected annually _____
7. Fire Drills Performed Monthly _____
8. Natural Gas Distribution System Inspected Annually _____
9. RPZ Valves Inspected Annually _____
10. Asbestos Surveillance up to Date _____
11. MSDS Sheets up to Date and Accessible _____
12. Hot Water Boiler/Heater _____

Action Items (Follow-Up Required)

1. _____
2. _____
3. _____
4. _____

Specific Building Information

1. Building Name and LEA # Former building materials business 2. Grade Configuration K-12

3. Facility Built Date (including additions): Unknown 4. Walk-thru of facility conducted: YES

5. Items Checked:

X	HVAC System
---	-------------

X Roofs

X	Exit Lights
---	-------------

X	Plumbing/ ADA Compliance
---	--------------------------

Hot Water Boilers & Heaters

Electrical System

X Doors/Windows

X Interior / Exterior Lighting

Emergency Lighting

Floor Coverings

Grounds Maintenance

Fire Extinguishers

Kitchen Equipment

Fire Alarm

Playground Equip.

Stairwells

Fire Sprinkler Systems

Athletic Field Maintenance

Elevators & Wheelchair Lifts

Kitchen Hood Vent Suppression System

X Interior / Exterior Finishes

Masonry & Concrete Building Exteriors

Sidewalks, Driveways, Parking Areas, & Pave

 X Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas

Food Service

6. Building Comments: This is an empty facility that was formerly a building supply company. The

facility is a one-story metal building on concrete. It will require extensive renovation to be usable as

a school facility. The property is at a busy intersection. There is an existing liquor store across the

highway. The intersection is controlled by a traffic signal. There was significant sign of pigeon and

bird droppings outside the building under the awnings.

7. Custodial (include equipment and storage):

Storage Closets

Restrooms

Hallways/Classrooms/Offices

Gymnasiums/Locker Rooms

Custodial Comments: _____

Summary of the General Condition of the Facility: Fair

Action Items (Follow-up required):

1. Permitting and inspections by the City of Springdale.
2. Certificate of Occupancy from the City of Springdale prior to opening.
3. _____
4. _____
5. _____

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

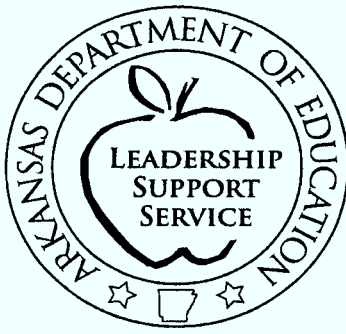
D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative: _____ Position: _____

Comments _____

Distribution: Charter School Office DPSAFT Project File
Dove School of Excellence

Attachment 1



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School Dove School of Excellence Date 9/15/2009

Address 219 South Thompson Springdale, AR Phone _____

Director _____ E-Mail _____

School Contact (Name/Position) Alp Ertem Phone 479-387-4970

Facility is: _____ Proposed ☒ Existing _____ New Construction

Required Inspections and Staff Training

1. Maintenance Procedures Manual _____
2. Training Manual _____
3. Fire Extinguishers Serviced Annually _____
4. Fire Extinguishers Inspected Monthly _____
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall _____
6. Fire Alarm System tested/inspected annually _____
7. Fire Drills Performed Monthly _____
8. Natural Gas Distribution System Inspected Annually _____
9. RPZ Valves Inspected Annually _____
10. Asbestos Surveillance up to Date _____
11. MSDS Sheets up to Date and Accessible _____
12. Hot Water Boiler/Heater _____

Action Items (Follow-Up Required)

1. _____
2. _____
3. _____
4. _____

Specific Building Information1. Building Name and LEA # Former church 2. Grade Configuration K-123. Facility Built Date (including additions): Unknown 4. Walk-thru of facility conducted: YES

5. Items Checked:

☒ HVAC System☒ Roofs☒ Exit Lights☒ Plumbing/ ADA Compliance☐ Hot Water Boilers & Heaters☐ Electrical System☒ Doors/Windows☒ Interior / Exterior Lighting☐ Emergency Lighting☐ Floor Coverings☐ Grounds Maintenance☐ Fire Extinguishers☐ Kitchen Equipment☐ Fire Alarm☐ Playground Equip.☐ Stairwells☐ Fire Sprinkler Systems☐ Athletic Field Maintenance☐ Elevators & Wheelchair Lifts☐ Kitchen Hood Vent Suppression System☒ Interior / Exterior Finishes☐ Masonry & Concrete Building Exteriors☐ Sidewalks, Driveways, Parking Areas, & Pave☒ Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas☒ Food Service (catered)6. Building Comments: This is an empty facility that was formerly a church building and the OzarkGuidance Center. The facility is a one-story brick and wood structure. It will require extensiverenovation to be usable as a school facility. The property is on a busy thoroughfare. The facility isapproximately 20,000 sq. ft. There is space on the property for an outside playground.

7. Custodial (include equipment and storage):

☐ Storage Closets☐ Restrooms☐ Hallways/Classrooms/Offices☐ Gymnasiums/Locker Rooms

Custodial Comments: _____

Summary of the General Condition of the Facility: Fair

Action Items (Follow-up required):

1. Permitting and inspections by the City of Springdale.
2. Certificate of Occupancy from the City of Springdale prior to opening.
3. _____
4. _____
5. _____

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative: _____ Position: _____

Comments _____

Distribution: Charter School Office DPSAFT Project File
Dove School Excellence

Attachment 2

Application Cycle 2010

Response to Evaluation

Dove School of Excellence

Responses

to

Dove School of Excellence-Springdale

Public Charter School Application

Evaluation

Submitted by



**Kaan Camuz
Superintendent of Dove Schools**

On behalf of



RECEIVED
OCT 23 2009

CHARTER SCHOOL OFFICE

Responses

to Dove School of Excellence Public Charter School Application Evaluation

Standard 1 and 2 of Application: Public Hearing Results

Please, see copy of the letter (Attachment #4) that was sent to superintendent regarding public hearing. We also included copy of support letter from the local community who support Dove School of Excellence (DSE).

Standard 3 of Application: Governing Structure

Board structure and selection of a board member: Sky foundation will establish a School Board for DSE within 45 days of charter approval. Because majority of the Sky Foundation (SF) board members live in Oklahoma, it is essential to have a local school board for DSE. Majority of the DSE school board members shall be local people who understand the need of greater Springdale community.

The DSE School Board will have no fewer than five voting members. The officers of the DSE School Board shall be a president, two vice presidents, a secretary, and a treasurer. The board members may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary. Each officer of the foundation will play an important role during the establishment of the organization. The officers of the DSE School Board and their role and responsibilities of each of those positions are detailed below;

President: The president shall be the chief executive officer of the foundation and to ensure that the mission of the school is being fulfilled at all times. The president shall supervise and control all of the business and affairs of the foundation. The president shall preside at all meetings of the members and of the Board of directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of directors has authorized to be executed. However, the president may not execute instruments on behalf of the school if this power is expressly delegated to another officer or agent of the school by the Board of directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of directors and all duties incident to the office of president.

Vice President: The role of Vice President is to serve as chief executive officer when the president is absent or unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of

the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of directors.

Secretary: The role of the Secretary is to administrate documentation and communication of Board activities. The Secretary shall:

- Give all notices as provided in the bylaws or as required by law;
- Take minutes of the meetings of the members and the Board of directors and keep the minutes as part of the school records.;
- Maintain custody of the school records;
- Prepare any correspondence the Board deems necessary;
- Maintain a calendar of all scheduled board meetings; and
- Perform duties as assigned by the president or by the Board of directors.

Treasurer: The role of the Treasurer is to oversee the financial processes of the foundation and the proposed school to ensure that: 1) the corporation is fiscally stable; and 2) all transactions are documented in accordance with GAAP principles. The treasurer shall:

- Have charge and custody of and be responsible for all funds and securities of the school;
- Oversee the implementation and management of school budget;
- Maintain the financial books and record of the school;
- Prepare financial reports;
- Perform other duties as assigned by the president or by the Board of directors.
- Review the school's annual budget periodically;
- Oversee the preparation of monthly accounting statements to the Board of Trustees; and
- Oversee the preparation of the school's annual financial statements including an income statement, balance sheet and cash flow statement.

The DSE School Board shall protect the public interest and upholds the public's trust by applying the highest standards of service in governing the school according to its by-laws, and relevant state and federal statutes. The members of the DSE School Board will be made up of dedicated educators and distinguished community members. The members of the DSE School Board shall possess expertise in education, finance, management, and non-profit governance.

Initial DSE School board members will be nominated and elected by the Sky Foundation. The Sky Foundation will ultimately be responsible for the affairs of the foundation and the proposed school. The SF will have the final authority to elect and/or approve members of the DSE School Board. This process will ensure that new members will share the vision and the mission of the founding coalition. Continuity between the SF's vision and the DSE School Board will also be assured by having at least two members of the SF to serve as members of the DSE School Board. Another key in maintaining the continuity between the SF's vision and the DSE School Board is

that the decisions are made for and only for the welfare of Dove School of Excellence as a whole rather than in response to personal priorities.

The role of students and community in the decision making of the school:

We recognize that student and community involvement in the decision making of the school is essential as we partner to educate our students and to prepare them for life-long learning. DSE will create an environment and processes for students and community members to take part in these activities. Therefore administrators at DSE will be actively involved in developing strong programs and policies for student and community member participation in decision making process to support the academic success of every student in our school.

To establish an initial school board, the Sky Foundation will actively seek members of the local community to be part of the school board. Local business owners/officers, faculty and staff from local colleges will be invited to the school to discuss our proposed mission and educational programs. Community members will be asked to support our proposed program and advertise it to larger community. The DSE School Board will invite many community leaders, government officials, and law makers to the school to share their experiences with school officials, students, and their parents.

Students at DSE will establish students' council and leadership program. Members of this group will be asked to participate in the school board meeting and voice students' concerns. Student suggestion box will be utilized to collect genuine concerns about students' expectations and these will be discussed in the school board meetings. All school board members with their contact information will be accessible by students, community members, and parents.

Standard 4 of Application: Mission Statement

The mission statement was slightly modified to make it clarify, meaningful, and measurable. The new mission statement was given below;

“The mission of Dove School of Excellence is to provide a safe and stimulating environment which will cultivate the academic and social development for all students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals and by continuously assessing the students' progress and intervening accordingly so that students could meet goals that are higher than state mandates”.

Standard 5 of Application: Educational Need

Sky Foundation has been successfully operating multiple charter schools (Dove Science Academies) in Oklahoma since 2000. Dove Science Academies (DSA) has a

proven school model that helps to increase student performance of minority students in the area of mathematics and science. Dove Science Academy-Oklahoma City, serving 86% economically disadvantaged and 85% the minority students, has currently 1497 API score (1500 being the highest possible score). The Governor of Oklahoma and the mayor of Oklahoma City provided proclamations and made March 15, 2007 as 'Dove Science Academy Day' due to the highest API scores in the state. Dove Science Academy was ranked number one in all of Oklahoma with an Academic Performance Index score of 1497. Business Week magazine named Dove Science Academy-OKC top school in the state of Oklahoma! Business Week magazine recently ranked schools in all 50 states, and DSA-OKC was ranked best in 2 different categories; Best Overall Academic Performance and Best Low-Income School.

DSA attributes its success to four major principals;

- 1) Student oriented teaching,
- 2) Enriched math, science and technology curriculum,
- 3) Emphasis on college bound education,
- 4) Highly qualified and dedicated teachers.

Students at DSA are continuously monitored to reach high academic achievement. Students who struggle for any reason are assessed to include in a small remedial programs such as after school and Saturday tutorials. This process is extremely helpful eliminating achievement gap between ESL and regular students.

Dove School of Excellence will be excellent addition to Springdale to address the critical need of having a college preparation charter school focusing on Math, Science, and technology for the Hispanic population. DSE will provide exemplary education to underserved population especially the Hispanic population which constitutes 41% of the district population. DSE's rigorous academic program will present a choice as an alternative path for the students and families of Springdale.

We believe that DSE will be the only open enrollment school in the area that will offer a comprehensive program that will include all grade levels (K through 12). There are limited number of schools in the state that offer a comprehensive college preparatory program emphasizing mathematics, science, and technology and target minorities and students with low socioeconomic status. In many instances, there is a disconnection between elementary school and middle school or middle school and high school. Having a K through 12 program will provide an advantage to align curriculum at subject or grade level.

DSE will have math and science specialists teaching these subjects to 4th and 5th grade students so that they have a strong math and science foundation. In general, students lose interest studying science and math in middle school because they do not have a strong background in these subjects. Often, elementary school teacher are not equipped to teach math and science. In the last decade, numerous reports have been published calling for this type of reform in education. Each report has highlighted the importance of early experiences in science so that students develop problem-solving

skills that empower them to participate in an increasingly scientific and technological world.

Because of its small size and friendly environment, DSE will draw parents to school in larger numbers more than a traditional public school. Specifically, DSE will offer parents and students more options to participate in an academic setting in a more dynamic manner.

DSE will allow room for flexibility, creativity, and fine tuning in school policies, curriculum, and management based on local needs. While keeping state standards and benchmarks as a guiding tool, DSE will implement additional programs to meet the individualized needs of their students, parents and teachers. The small classroom and school size will help to maintain a low faculty: student ratio to achieve targeted performance goals.

DSE will use Project Lead to Way Program (PLTW) as a part of its curriculum to promote engineering technology and biomedical science education among middle and high school students, which is not currently an option for the school districts in Springdale area. Participating in this program will allow students to explore a major career path and, if they wish to continue, will prepare them for further education at a two or four year college in the field of engineering, engineering technology or biomedical science.

Standard 6 of Application: Educational Program

We would like to clarify and reiterate that secondary school courses that were listed in the pages 15 through 30 in the charter school application will be taught by utilizing the high school curriculum frameworks for high school course credit.

Standard 7 of Application: Academic Achievement Goals

Please note that Goal-1 titled "READING" in the original application also includes Reading Comprehension. Therefore student proficiency and achievement in reading and reading comprehension will grow academically. 75% of students will increase their reading and reading comprehension scores through ACTAAP or national percentile in standardized tests that are mentioned in the application (STAR Reading test, STAR Early Literacy Test, and NWEA Assessment) after two years of enrollment in DSE.

Likewise, GOAL-3: MATHEMATICS in the original application is also about Mathematics and Mathematics Reasoning. Thus, students will demonstrate proficiency in Mathematics and Mathematics Reasoning. 75% of students will increase their scores through ACTAAP or national percentile in standardized tests (which are mentioned in the original application) after two years of enrollment in DSE.

In addition, we would like to emphasize that detailed descriptions of strategies, and performance measures of each goal is given in table format under each specific goal. In Table 7.1 of the original application, there is at least one measurable item related to each goal. However, it is important to clarify two points which are related to Goal-6 (Citizenship); First point is that DSE is planning to offer character education classes starting from 4th grade. 100% of students in grades 4 through 12 will take at least one character education class by year 2012. Second one is about home visits. We will have our teachers to conduct family visits at home. Our target is that 90% of our parents will be visited at home by May 31, 2011. For the following years, new students will be given priority to be visited at home.

In Goal-7 (Attendance); we would like to add that students' attendance rate will be higher than 95% annually after year 2012 and hereafter.

Standard 8 of Application: Curriculum Development and Alignment

DSE will follow Arkansas' Learning Standards as they are defined in the Arkansas Curriculum Frameworks, which are discipline-based and clearly describe what students must know and be able to do in each academic content area.

DSE Curriculum Review committee will consist of teachers and administrators who are in charge of developing and aligning the curriculum according to the Arkansas Curriculum Frameworks yearly. The goal of the committee is to develop and align a framework that is rigorous, specific to grade levels, and congruent and progressive from grade level to grade level. The framework is designed to facilitate learning from grade to grade. For example the design of this revision allows third grade teachers to readily see what second and fourth graders must master, a fifth grade teacher to readily see what fourth and sixth graders must master, etc.

The curriculum alignment will be a continual process. Teachers and administrators will periodically measure student achievement with benchmark tests and other instruments. Data will be entered into the database and will be analyzed. And results will be shared with administrators and teacher to align and revise the curriculum.

During every summer, DSE teachers and administrators will meet to revise and align the curriculum according to Framework Revision Cycle during 10-day Curriculum In-service Days. Framework Revision Cycle for the following subjects will be as follows as it is provided by ADE:

Framework Revision Cycle	
Summer/Fall 2009	English Language Arts
Summer/Fall 2010	Mathematics
Summer/Fall 2011	Science; Health & PE
Summer/Fall 2012	Social Studies

Summer/Fall 2013	Foreign Language
Summer/Fall 2014	Fine Arts

In addition, department meetings for each subject which are held every other week will allow administrators and teachers make sure there is a continuous alignment throughout the year. Periodic school-wide Mock tests, benchmark exams will also enable teachers to make necessary interventions for those students who does not score proficient or above.

Standard 9 of Application: Geographic Service Area

DSE will be located in the City of Springdale. We anticipate drawing the majority of our students from low income communities of Springdale. However we may receive students from surrounding communities specifically from the city of Fayetteville.

During our first year operation, we will have 375 students grades K trough 8; then one more consecutive grade will be added every year afterwards. Total number of students will steadily increase in five years to reach 650 (as shown below).

Years	Student Addition	Grades	Total
One	225 students in K-5 and 150 in for 6 - 8	K-5, 6, 7, 8	375
Two	Additional 50 students	K-5, 6, 7, 8 , 9	425
Three	Additional 75 students	K-5, 6, 7, 8 , 9,10	500
Four	Additional 75 students	K-5, 6, 7, 8 , 9,11	575
Five	Additional 75 students	K-5, 6, 7, 8 , 9,12	650

Standard 10 of Application: Annual Progress Report

DSE will publish an annual report that includes academic results and students' performance on the state mandated tests to the public by November 15 in a newspaper with general circulation in the community. In addition, the board members will hold a public meeting by November 15 to review and discuss the annual report. DSE will also publish the annual report on its web site.

Standard 12 of Application: Staffing Plan

Teachers of DSE will be required to have at least a bachelor's degree and shall be highly qualified based on the NCLB Act. Teachers with teaching certifications and/or hold a teaching license will be preferred.

Special Education teachers must have complete knowledge of Individual Education Plan (IEP) goal setting process and implementation and IEP Committee process. In addition, Specials Education teacher will be required to have a bachelor's degree and Special Education Licensure.

It is important that each board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that each and every board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility. Following this, representation should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities.

A person who has interest to serve as members of the school board shall have the following minimum qualifications:

- A board member shall have a genuine interest in and devotion to public education,
- A Board member shall have attained the age of eighteen (18),
- A Board member shall be able to read and write,
- A board member shall have a willingness to give time and effort to the work,
- A board member shall have a capacity for understanding people,
- A board member shall have the ability to work cooperatively with others, and
- A Board member shall have great deal of interest and experience in science and math education.

Please note that members of the school board will be volunteers and no board member will be paid for the services. Board members will delegate to the appointed administrator (Principals) authority and decision making responsibility for day-to-day operations of the school. Board member's responsibilities include but are not limited to:

- Affirm the mission, goals and objectives,
- Attend regular and special board meetings,
- Provide leadership to board committees,
- Commit time to developing financial resources for the School,
- Evaluate the performance of the School Leader,
- Establish and maintain all policies governing the operation of the school;
- Ensure that the school adheres to the mission and goals outlined in the charter,
- Hold the School Leader accountable for the academic success and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise,
- Hear and render decisions on issues brought to the board's attention,
- Participate in disputes that are brought to the board's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension,
- Handle complaints submitted to the board in a timely manner per the complaints

- Responsibly review and act upon committee recommendations brought to the board for action,
- Assist in identifying resources and attract resourceful people, and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.

Standard 13 of Application: Business and Budgeting Plan

Based on the updated state aid per student (\$6,023.00), we re-calculated revenues to be \$2,258,625 for the first year of operation. Total expenditures are \$2,071,103 which results in a surplus amount of \$187,522 without any other revenue resources such as entitlements and federal start-up grants (see Attachment #8-Budget).

Standard 16 of Application: Facilities

A property located on 901 W. Robinson Springdale, AR 72764 was identified as the proposed school site for DSE. This entire property is little more than 5 acres and has two buildings with 33,000 square feet indoor space. These two buildings were used as wholesale distribution center for roofing and siding materials during the past three years. At one time, this facility was also used as day care center (personal reference from a realtor).

Upon approval of this charter proposal, remodeling work will begin at this site. Once it is complete, this facility will meet all applicable city and state building codes including American Disability Act and Individuals with Disabilities Education Act. Building will also be in compliance with health, safety, building zoning laws and applicable education requirements.

Please note that building owner or its agents have no relationships with any one of the DSE board members, staff, volunteers, or agents.

Standard 17 of Application: Student Services

Students at DSE will be educationally served by appropriately certified special education personnel and teacher aides. Special education staff will work with the student and teachers on specific goals and objectives that are indicated in the student's Individual Educational Plan (IEP). As it is stated in the original application, these goals

and objectives will be developed by the IEP committee based on the Comprehensive Individual Assessment of the student. The IEP committee will make decisions regarding type of special education and related services will be provided. The committee will also decide location and time of the services that will be provided

Based on student's disability, the IEP committee might consider pulling the student out from regular classroom and providing individualized education in resource room. Provision of instructional and/or related services such as speech therapy, resource room, occupational therapy, physical therapy, counseling, etc. will also be a part of DSE's special education program.

In addition to classroom based assessments and observations, DSE will use several academic tools to monitor special education student's progress (i.e., Accelerated Reader, Accelerated Math, and STAR Early Literacy and Math.

Standard 18 of Application: Student Services

Students of DSE will be provided meals that are prepared in accordance with USDA Food Program guidelines. DSE school staff and an outside food vendor that will provide breakfast and lunch services will contact/work with appropriate USDA staff and the Child Nutrition Unit of ADE to ensure that the school is in compliance with all federal, state, and local health, safety and sanity requirements.

Standard 20 of Application: Waivers

Dove School of Excellence will make every effort to be in compliance with the Arkansas Education Codes. DSE understands that ADE rules and regulations including the Standards of Accreditation and may not be released from statutes or rules and regulations regarding health, safety, civil rights, special education, and core graduation requirements, criminal background checks for employees, or monitoring and assessment. However, due to size, the school may limit capacity of the school to implement some of its program. Thus, the DSE would like to be exempt from the following provisions of the Title 6 of the Arkansas Education Code.

6-17-309. Certification - Waiver

(a) No class of students shall be under the instruction of a teacher who is not certified to teach the grade level or subject matter of the class for more than thirty (30) consecutive school days in the same class during a school year.

Waiver requested: Highly qualified but not necessarily certified teachers will be allowed to teach at any grade level. Although certification waiver has been

requested, DSE teachers will have a minimum of bachelor's degree and meet content knowledge requirements if they teach core subjects. DSE will assure that standardized assessments under Arkansas Comprehensive Testing Program will be administered only by certified teachers. All school personnel and teachers must submit to the criminal background and central registry checks.

6-17-401. Teacher's license requirement

(a) No teacher shall be employed in any public school of the state that is not licensed to teach in the State of Arkansas by a license issued by the State Board of Education.

Waiver requested: Dove School of Excellence will only hire highly qualified but not necessary certified teachers. Although certification waiver has been requested, DSE teachers will have a minimum of bachelor's degree and meet content knowledge requirements if they teach core subjects. DSE will assure that standardized assessments under Arkansas Comprehensive Testing Program will be administered only by certified teachers.

No waiver requested: All school personnel and teachers will submit to the criminal background and central registry checks. Thus no waiver will be sought regarding this rule.

No waiver requested regarding charter applicable ADE rule governing minimum school house construction.

Dove School of Excellence
919 NW 23rd Street
Oklahoma City, OK 73106

To Whom It May Concern:

My name is Jessica Petron and I am a teacher within the Northwest Arkansas region. As I see many students with various socioeconomic risks struggle to succeed in school, I believe it is very important for there to be many educational options for students who desire to reach their full capacity. Dove School of Excellence is an organization that desires to enable students to do their best in the areas of science, math and technology—fields that are very important to our 21st century culture. There are smaller class sizes, and Dove School of Excellence is present in many states around America and has had great success with the students in these schools.

I support the opening of Dove School of Excellence in Springdale as another educational option for students who wish to excel in their academic pursuits.

Sincerely,

Jessica Petron

Dove School of Excellence
919 NW 23rd Street
Oklahoma City, OK 73106

To Whom It May Concern:

I am writing to state my support for the Dove School of Excellence and its establishment in the Northwest Arkansas region. I feel this school would be able to provide much needed choice for students seeking options outside of the traditional public school system. Their ability to serve diverse student needs, proven track record of success, smaller school environment, and rigorous academic program would be an excellent asset to the Northwest Arkansas region.

Sincerely,

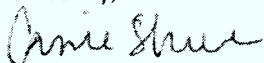
A handwritten signature in black ink, appearing to be "Justin" followed by a stylized surname, written over the word "Sincerely,".

Dove School of Excellence
919 NW 23rd Street
Oklahoma City, OK 73106

I am a local parent of three school age children. I am in full support of the Dove School of Excellence opening in the Northwest Arkansas area. The local area is in great need of a school that offers a much higher level of education and teaching than what is currently provided through the public school system. The Dove School of Excellence will have a smaller school environment that has a proven track record for giving children a better education and functioning capacity in the community.

Again, I am in complete support of the Dove School of Excellence and it's opening here in the Northwest Arkansas area. I know that it would bring a much needed quality to the field of education in our area.

Sincerely,

A handwritten signature in cursive script that reads "Casie Shreve".

Casie Shreve

Dove School of Excellence
919 NW 23rd Street
Oklahoma City, OK 73106

To whom it may concern,

I would like to express my support for the Dove School of Excellence. I fully support the formation of a charter school in the Springdale School District. A rigorous college preparatory school would be an excellent addition to the options provided by the students and families in this region. The option this school would provide would empower families. Families and students would benefit from strong parental involvement that is a part of the Dove School of Excellence. I anticipate positive things coming from this school.

I hope to hear of the approval of your school by the State Board in the coming months.

Sincerely,



Diane Schultz

CHAARTON SCHOOL

47

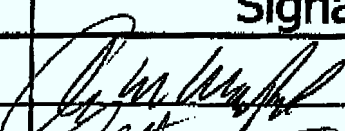
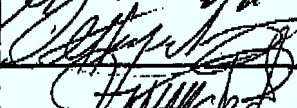
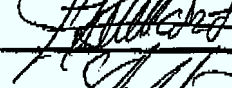
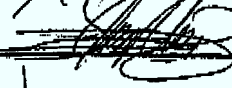
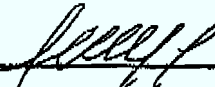
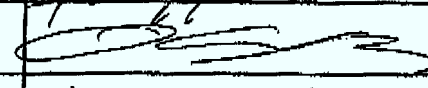




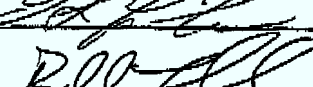
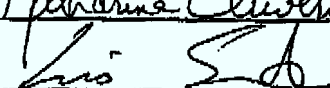
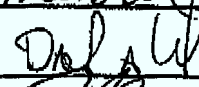
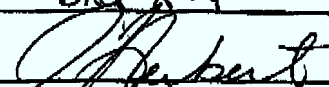
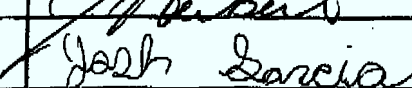
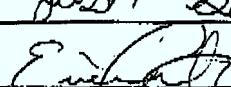

Public Support for Dove School of Excellence-Springdale

Sign-in Sheet

#	Name	Signature
1	Buddy Bill Day	Buddy
2	DEANA Day	Deana
3	Sarah Price	Sarah Price
4	Olivia Ford	Olivia Ford
5	Brandon J Napier	Brandon J Napier
6	Gwan Vance	Gwan Vance
7	Tiffany Mooney	Tiffany Mooney
8	Shawn Husky	Shawn Husky
9	Peter Esterh	Peter Esterh
10	Jason Powerman	Jason Powerman
11	Tim Cline	Tim Cline
12	Crystal Sapio	Crystal Sapio
13	ASHLEY Hilton	Ashley Hilton
14	Edward Javorosky	Edward Javorosky
15	Joshua Lewis	Joshua Lewis
16	DEIRDRE O'CONNOR	Deirdre O'Connor
17	Amber O'Neal	Amber O'Neal
18	Lauren Cline	Lauren Cline
19	Gerald Hudson	Gerald Hudson
20	Brian Young	Brian Young

Public Support for Dove School of Excellence-Springdale

Sign-in Sheet

#	Name	Signature
1	Ana M. Machado	
2	marcos machado	
3	Joset Alejandra Maria M.	
4	Orelio Lopez Dueñas	
5	Juan Manuel Aguilar	Juan Manuel Aguilar
6	Alberto Beltran	
7	Erwin Aguinaga	
3	Larry Culy	
3	Seamus Baerschy	
0	Jerry Wood	
1	Whe Lechner	
2	Bill Franklin	
1	Katharina Cluverius	Katharina Cluverius
1	Luis Sanchez	
1	Therese Nelson	Therese Nelson
1	Debra W. David A Welch	
1	Shermy Herbert	
1	Josh Garcia	
1	Erica Curtis	
1	Rachel Thompson	

Attachment # 4

Certified letters to Superintendents



NOTICE OF PUBLIC HEARING

For a proposed public charter school in Springdale

Sky Foundation, Inc. intends to establish an open enrollment public charter school and will hold a public hearing about the proposed school, Dove School of Excellence. The public hearing will be held on the following date, time and location:

Sunday, August 30, 2009 ♦ 2:00 PM
Springdale Public Library
Shiloh Room
405 S. Pleasant. ♦ Springdale, AR 72764

Dove School of Excellence will offer exemplary college prep education to underserved communities. Dove School of Excellence is likely to draw its students from Springdale and Fayetteville area. Community members, parents, students, and any interested persons are cordially invited.



4444 N. Classen Blvd.,
Oklahoma City, OK, 73118
Phone: (405) 528 - 0808

June 29, 2009

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

Dear Sir/Madam,

This is a letter of intent to apply for an open-enrollment charter school in Congressional District Three. Sky Foundation is a non-profit organization, which is dedicated to working for the enhancement of education in our community. Sky Foundation has been operating four charter schools in the state of Oklahoma since 2000. The Board of Directors of the Sky Foundation is dedicated to quality education and promotes science, mathematics and educational technology in school environments. The Board members have a great deal of experience in science, mathematics, and computer education at national as well as at international level. Members of this unique board are volunteers and no member is paid for the services he or she provides.

The proposed charter school, whose name will be Dove School of Excellence will serve students in grades Kindergarten through 12. The school will begin with 300 students in grades K-8. Grades 9 through 12 will be added one year at a time, with 50 additional students beginning at year two. Full enrollment will not exceed 500 students. The proposed charter school will have rigorous educational program and will place special emphasis on Math, Science, and Technology education.

We would like to serve together to best meet the respective needs of the all the students in Springdale/Fayetteville area. We look forward to hearing from you.

Should you have any questions, please do not hesitate to call or write an e-mail.

Sincerely,
A handwritten signature in black ink, appearing to read "Bilal Erturk".

Bilal Erturk, President
Email: erturk@okstate.edu



4444 N. Classen Blvd.,
Oklahoma City, OK, 73118
Phone: (405) 528 - 0808

August 10, 2009

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

Re: Change of the location for the proposed charter school

Dear Sir/Madam,

On June 30, 2009, the Sky Foundation of Oklahoma submitted a letter of intent to apply and establish an open enrollment charter school in Fayetteville, Arkansas to be in operation for the 2010-2011 school year.

On behalf of the Sky Foundation, I respectfully submit this letter of intent to change our proposed school location from Fayetteville to Springdale, Arkansas due to demand from local community leaders and a greater need in Springdale as appose to Fayetteville.

Our previous letter of intent was submitted on a timely manner. We are kindly asking this request to be granted and this letter will serve as the letter of intent to establish an open enrollment charter school in Springdale.

We will proceed to send letter of intents to local groups and will be in compliance with all other requirements of the charter school application. We will meet the needs of students and the public in Springdale area.

Should you have any questions, please do not hesitate to call or write.

Sincerely,
A handwritten signature in black ink, appearing to read "Bilal Erturk", written over the word "Sincerely,".

Bilal Erturk, President
Email: erturk@okstate.edu

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

FAYETTEVILLE AR 72701

Postage	\$ 0.44
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$2.30
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 5.54

08/10/2009

Sent To
 Superintendent of Schools Vicki Thomas
 Street, Apt. No., or PO Box No. 1000 W. Stone St.
 City, State, ZIP+4 Fayetteville, AR, 72701

PS Form 3800, August 2006 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 72201

Postage	\$ 0.44
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$1.10
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.34

08/10/2009

Sent To
 Arkansas Dep. of Education Chester School Office
 Street, Apt. No., or PO Box No. 4 Capitol Mall, Room 305-B
 City, State, ZIP+4 Little Rock, AR, 72201

PS Form 3800, August 2006 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

SPRINGDALE AR 72766

Postage	\$ 0.44
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$1.10
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.34

08/10/2009

Sent To
 Vice Pres. Mr. Danny Dotson
 Street, Apt. No., or PO Box No. P.O. Box 6490
 City, State, ZIP+4 Springdale, AR, 72766

PS Form 3800, August 2006 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

SPRINGDALE AR 72762

Postage	\$ 0.44
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$1.10
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.34

08/10/2009

Sent To
 President Mr. David Van Biber
 Street, Apt. No., or PO Box No. 2683 North 40th St.
 City, State, ZIP+4 Springdale, AR, 72762

PS Form 3800, August 2006 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

SPRINGDALE AR 72764

Postage	\$ 0.44
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$1.10
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.34

08/10/2009

Sent To
 Treasurer Mrs. Kathy McFetridge
 Street, Apt. No., or PO Box No. 1644 Cartwright Circle
 City, State, ZIP+4 Springdale, AR, 72764

PS Form 3800, August 2006 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

SPRINGDALE AR 72762

Postage	\$ 0.44
Certified Fee	\$2.80
Return Receipt Fee (Endorsement Required)	\$1.10
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.34

08/10/2009

Sent To
 Mr. Jim Bradford
 Street, Apt. No., or PO Box No. 2387 South Maestri Rd.
 City, State, ZIP+4 Springdale, AR, 72762

PS Form 3800, August 2006 See Reverse for Instructions

7009 1410 0000 0835 4235

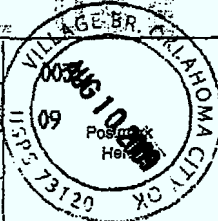
U.S. Postal ServiceTM CERTIFIED MAILTM RECEIPT

(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

SPRINGDALE AR 72765

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34



08/10/2009

Sent To: Superintendent Jim D. Rollins
 Street, Apt. No., or PO Box No.: 804 West Johnson Ave
 City, State, ZIP+4: Springdale, AR, 72765

PS Form 3800, August 2006

See Reverse for Instructions

U.S. Postal ServiceTM CERTIFIED MAILTM RECEIPT

(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

FAYETTEVILLE AR 72703

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34



08/10/2009

Sent To: Susan Hail
 Street, Apt. No., or PO Box No.: 2310 Blue Mesa
 City, State, ZIP+4: Fayetteville, AR, 72703

PS Form 3800, August 2006

See Reverse for Instructions

7009 1410 0000 0835 4242

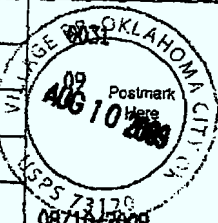
U.S. Postal ServiceTM CERTIFIED MAILTM RECEIPT

(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

SPRINGDALE AR 72766

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34



08/10/2009

Sent To: Mr. Mike Luttrell
 Street, Apt. No., or PO Box No.: P.O. Box 7570
 City, State, ZIP+4: Springdale, AR, 72766

PS Form 3800, August 2006

See Reverse for Instructions

7009 1410 0000 0835 4252

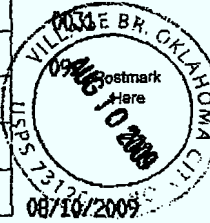
U.S. Postal ServiceTM CERTIFIED MAILTM RECEIPT

(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

SPRINGDALE AR 72764

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34



08/10/2009

Sent To: Mr. Eddie Carter
 Street, Apt. No., or PO Box No.: 2360 Rockburn Ave
 City, State, ZIP+4: Springdale, AR, 72764

PS Form 3800, August 2006

See Reverse for Instructions

7009 1410 0000 0835 4266

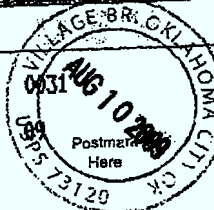
U.S. Postal ServiceTM CERTIFIED MAILTM RECEIPT

(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

SPRINGDALE AR 72762

Postage	\$	\$0.44
Certified Fee		\$2.80
Return Receipt Fee (Endorsement Required)		\$1.10
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.34



08/10/2009

Sent To: Mr. Jeff Williams
 Street, Apt. No., or PO Box No.: 3877 Laurel Ridge
 City, State, ZIP+4: Springdale, AR, 72762

PS Form 3800, August 2006

See Reverse for Instructions

Attachment # 8

Budget for 2010-11

**DSE SPRINGDALE
PROPOSED BUDGET
Fiscal Year 2010-2011**

Line No.	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	Estimated State Charter School Aid:		
2	No. of Students(375) x \$6,023 State Funding		
3	Total State Charter School Aid	2,258,625	<u>2,258,625</u>
5	Other Sources of Revenues:		
6	Contributions		
7	Grants (Federal Start up Grant)		
9	Other	180,000	
	Federal Titles 35,000 - Lunch - Breakfast Reimbursement 60,000 - NSLA 45,000 - Special education Grant 40,000		
10	Total Other Sources of Revenues	180,000	180,000
11			
12	TOTAL REVENUES		<u>2,438,625</u>
<hr/>			
13			
14	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
15			
16	Administration:		
17	Salaries: (No. of Positions_4__)	<u>200,000</u>	
18	Fringe Benefits	<u>43,431</u>	
19	Purchased Services	<u>6,000</u>	
20	Supplies and Materials	<u>6,350</u>	
21	Equipment	<u>12,000</u>	
22	Other (Technology Start-Up Costs)	<u>45,000</u>	<u>312,781</u>
23			
24	Regular Classroom Instruction:		
25	Salaries: (No. of Positions_20_)	<u>700,000</u>	
26	Fringe Benefits	<u>151,681</u>	
27	Purchased Services (Staff Dev)	<u>15,000</u>	
28	Supplies and Materials(Textbooks, Software)	<u>125,000</u>	
29	Equipment (Tech. Equipment - Furniture)	<u>140,000</u>	
30	Other		<u>1,131,681</u>
31			
32	Special Education:		
33	Salaries: (No. of Positions_1_)	<u>50,000</u>	
34	Fringe Benefits	<u>10,956</u>	
35	Purchased Services	<u>0</u>	
36	Supplies and Materials(Books, Software)	<u>7,500</u>	
37	Equipment (Tech. Equipment - Furniture)	<u>5,250</u>	
38	Other		<u>73,706</u>

(Budget Continued)

39			
40	Gifted and Talented Program:		
41	Salaries: (No. of Positions___)	_____	
42	Fringe Benefits	_____	
43	Purchased Services	_____	
44	Supplies and Materials	_____	
45	Equipment	_____	
46	Other	_____	<u>0</u>
47			
48	Alternative Education Program:		
49	Salaries: (No. of Positions___)	_____	
50	Fringe Benefits	_____	
51	Purchased Services	_____	
52	Supplies and Materials	_____	
53	Equipment	_____	
54	Other	_____	<u>0</u>
55			
56	Guidance Services:		
57	Salaries: (No. of Positions_1_)	40,000	
58	Fringe Benefits	<u>8,791</u>	
59	Purchased Services	<u>3,000</u>	
60	Supplies and Materials	<u>1,000</u>	
61	Equipment	<u>500</u>	
62	Other	_____	<u>53,291</u>
63			
64	Health Services:		
65	Salaries: (No. of Positions_1_)	<u>40,000</u>	
66	Fringe Benefits	<u>7,974</u>	
67	Purchased Services		
68	Supplies and Materials(Books, Software)	<u>8,000</u>	
69	Equipment (Tech. Equipment - Furniture)	<u>5,000</u>	
70	Other	_____	<u>60,974</u>
71			
72	Media Services:		
73	Salaries: (No. of Positions_1___)	<u>35,000</u>	
74	Fringe Benefits	<u>7,709</u>	
75	Purchased Services		
76	Supplies and Materials(Books, Software)	<u>15,000</u>	
77	Equipment (Tech. Equipment - Furniture)	<u>5,000</u>	
78	Other	_____	<u>62,709</u>
79			
80	Fiscal Services-Business Manager:		
81	Salaries: (No. of Positions_1_)	40,000	
82	Fringe Benefits	<u>8,791</u>	
83	Purchased Services	<u>2,000</u>	
84	Supplies and Materials	<u>1,000</u>	
85	Equipment	_____	

(Budget Continued)

86	Other		51,791
87			
88	Maintenance and Operation:		
89	Salaries: (No. of Positions____)		
90	Fringe Benefits		
91	Purchased Services	<u>32,000</u>	
92	(Include Utilities)		
93	Supplies and Materials	<u>15,000</u>	
94	Equipment	<u>5,000</u>	
95	Other		<u>52,000</u>
96			
97	Pupil Transportation:		
98	Salaries: Number of Positions ____		
99	Fringe Benefits		
100	Purchased Services		
101	Supplies and Materials		
102	Equipment		
103	Other		0
104			
105	Food Services:		
106	Salaries: (No. of Positions____)		
107	Fringe Benefits		
108	Purchased Services	60,000	
109	Supplies and Materials	3,500	
110	Equipment	1,500	
111	Other		<u>65,000</u>
112			
113	Data Processing:		
114	Salaries: (No. of Positions_1_)	<u>37,000</u>	
115	Fringe Benefits	<u>8,142</u>	
116	Purchased Services		
117	Supplies and Materials	<u>2,000</u>	
118	Equipment	<u>3,000</u>	
119	Other		<u>50,142</u>
120			
121	Substitute Personnel:		
122	Salaries: (No. of Positions_1_)	18,000	
123	Fringe Benefits	<u>4,028</u>	
124			<u>22,028</u>
125	Debt Expenditures		
126	Other Expenditures		
127	Building Lease	<u>120,000</u>	<u>120,000</u>
128	Insurances	<u>15,000</u>	<u>15,000</u>
129			
130	TOTAL EXPENDITURES		<u>2,071,103</u>

Application Cycle 2010

Additional Documents Received by ADE

Dove School of Excellence



August 28, 2009

RECEIVED
OCT 15 2009
CHARTER SCHOOL OFFICE

VIA EMAIL TO LOREN@METRO-COMMERCIAL.COM

Sky Foundation
c/o Mr. Loren Hillyer
Metro Texas Commercial
7800 Preston Rd, Suite 126
Plano, TX 75024

RE: Non-binding LOI for leased space at 901 W. Robinson Ave., Springdale, AR.

Dear Loren,

The following items represent the basic, non-binding terms under which C.L. George and Sons Limited Partnership would like to enter into negotiation for leased space with Sky Foundation. After reviewing these terms, if they agree and would like to begin the process of developing the specifics of a binding lease, please execute this document and return it to me at your earliest convenience.

Landlord:	C. L. George and Sons Limited Partnership, an Arkansas limited partnership
Tenant:	Sky Foundation
Location:	901 W. Robinson Ave., Springdale, AR
Premises:	Two buildings totaling approximately 33,200 square feet of total floor area on approximately 5.9 acres.
Delivery Date:	Approximately 30 days after Tenant receives approval of its charter from the Arkansas Department of Education.
Rent Commencement:	The earlier of ninety (90) days following the Delivery Date or the day that Tenant first opens for business.
Primary Term:	Five (5) years commencing on the 1 st day of the 1 st calendar month following Rent Commencement and ending on the last day of the month preceding the fifth anniversary of the commencement of the Primary Term.

Little Rock

1701 Centerview Drive, Suite 201
Little Rock, Arkansas 72211-4312
T 501.225.5700
F 501.227.0280

Fayetteville

3739 North Steele Boulevard, Suite 140
Fayetteville, Arkansas 72703-5399
T 479.444.9111
F 479.444.9112

Option Term: Tenant will have the opportunity exercise one (1) five (5) year Option Term commencing on the 1st day following the end of the Primary Term and ending on the last day of the month preceding the fifth anniversary of the commencement of the Option Term.

Rent: Primary Term Years 1-5 \$2.95 per S.F. per annum
 Option Term Years 6-10 \$3.20 per S.F. per annum

Condition: Property is to be leased As-Is; there is no improvement allowance.

C.A.M: Tenant will be responsible for maintenance of the property including all standard "common area maintenance" items.

Insurance: Landlord will maintain building insurance. Tenant will maintain its own liability insurance with Landlord named as additionally insured.

Taxes: Landlord will pay property taxes.

Contingency: The terms of the lease will be contingent upon Tenant receiving a charter to operate an open-enrollment public charter school from the State Board of Education by November 1, 2009.

Brokerage: Irwin Partners is the agent for and represents Landlord in this transaction and any commission split is addressed in a separate agreement.

If you have any questions or need any further information, please don't hesitate to call me at 479-927-7287.

Sincerely,



Matt Brown
Irwin Partners

Cc: Jeff Fuller, AgentOnline.com (jeff@agentonline.com)

ACKNOWLEDGED AND AGREED:

Sky Foundation

By: 

Date: 10/15/2009

C.L. George and Sons Limited Partnership,
an Arkansas limited partnership

By: 

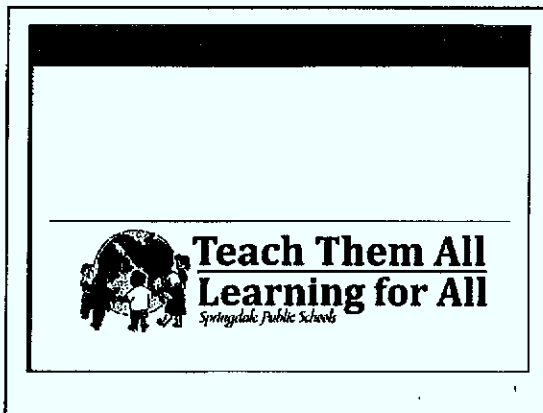
Gary C. George, General Partner

Date: 8/31/09

***Springdale School District's Presentation
to the Arkansas Department of Education
Regarding the Dove Charter School Application***

AGENDA

1. Opening remarks and introduction of those who will contribute to the Springdale School District's presentation regarding the Dove application.
Presenter: Dr. Jim D. Rollins, Superintendent of Schools
(1 minute)
2. Overview of the Springdale School District's presentation and specification of the fundamental reasons for the district's request for denial of the Dove charter school application.
Presenter: Mr. David Van Bebber, Immediate Past-President, Springdale School Board
(2 minutes)
3. Response to the standards addressed in the Dove application.
Presenter: Dr. Marsha Jones, Asst. Supt. for Curriculum & Instruction (Pre-K-5)
(6 minutes)
4. Response to the standards addressed in the Dove application.
Presenter: Dr. Don Love, Asst. Supt. for Curriculum & Instruction (6-12)
(6 minutes)
5. Specific address of the STEM initiatives currently provided by the Springdale School District.
Presenter: Mr. Jim Bradford, Member of the Springdale School Board
(3 minutes)
6. Summary position of the Springdale School District regarding the Dove charter school application.
(Presenter: Mr. Danny Dotson, President, Springdale School Board
(2 minutes)



Springdale School District (SSD)

Technical Review of the
Dove School of Excellence (DSE)
 Open Enrollment Charter School Application

November 9, 2009

2

SSD Findings Related to Educational Need

- ☐ Duplication of existing services
- ☐ Premise is based on uninformed representation
- ☐ Premise is not supported when data are disaggregated
- ☐ STEM choices are plentiful in the SSD
- ☐ Technology is competitive in the SSD
- ☐ Violence and instability are not prevalent in the Springdale community
- ☐ Strong, vibrant university and community partnerships exist within SSD

3

SSD Findings Related to Educational Programming

- ☐ Duplication of existing services
- ☐ Services described appear not to exceed SSD offerings
- ☐ Services as described are non-specific to targeted population (Special Ed and ESL)
- ☐ Key services are contracted out

4

DSE Premise

The charter application states on page 10:

"DSE will provide exemplary education to underserved population (sic) especially Hispanic and African American population (sic) which constitutes of (sic) 43% of the district population."

5

2007-2008 Augmented Benchmark Examination Results

As a member of the Arkansas Department of Education, the following information is being provided to the public. This information is not to be used for any other purpose without the permission of the Arkansas Department of Education. The following data is for informational purposes only and does not constitute an endorsement or approval of any program or service. The data is for informational purposes only and does not constitute an endorsement or approval of any program or service. The data is for informational purposes only and does not constitute an endorsement or approval of any program or service.

Grade	Subject	Score	Percentage
Grade 3	Math	100	100%
Grade 3	Reading	100	100%
Grade 4	Math	100	100%
Grade 4	Reading	100	100%
Grade 5	Math	100	100%
Grade 5	Reading	100	100%
Grade 6	Math	100	100%
Grade 6	Reading	100	100%
Grade 7	Math	100	100%
Grade 7	Reading	100	100%
Grade 8	Math	100	100%
Grade 8	Reading	100	100%
Grade 9	Math	100	100%
Grade 9	Reading	100	100%
Grade 10	Math	100	100%
Grade 10	Reading	100	100%
Grade 11	Math	100	100%
Grade 11	Reading	100	100%
Grade 12	Math	100	100%
Grade 12	Reading	100	100%

6

RECEIVED
 ATTORNEY'S OFFICE

OCT 16 2009

DEPT. OF EDUCATION
 GENERAL DIVISION

2007-2008 Augmented Benchmark Examination Results

			Springfield % of Students	State % of Students
Grade 4	Math	Standard Exceeded	61%	
	Math	Standard Exceeded	61%	
	Math	Standard Exceeded	61%	
	Math	Standard Exceeded	61%	
Grade 5	Math	Standard Exceeded	77%	
	Math	Standard Exceeded	77%	
	Math	Standard Exceeded	77%	
	Math	Standard Exceeded	77%	
Grade 6	Math	Standard Exceeded	51%	
	Math	Standard Exceeded	51%	
	Math	Standard Exceeded	51%	
	Math	Standard Exceeded	51%	
Grade 7	Math	Standard Exceeded	47%	
	Math	Standard Exceeded	47%	
	Math	Standard Exceeded	47%	
	Math	Standard Exceeded	47%	
Grade 8	Math	Standard Exceeded	47%	
	Math	Standard Exceeded	47%	
	Math	Standard Exceeded	47%	
	Math	Standard Exceeded	47%	

7

2008-2009 Augmented Benchmark Examination Results

2008-09 Benchmark		African-American	
Arkansas Spring 2008	Grade	Percent Proficient or Advanced	Percent Proficient or Advanced
Springfield's	Grade	75	51
State	3	54	49
Springfield's	4	62	49
State	4	61	52
Springfield's	5	58	54
State	5	58	49
Springfield's	6	61	43
State	6	61	44
Springfield's	7	52	51
State	7	47	51
Springfield's	8	52	73
State	8	50	62

8

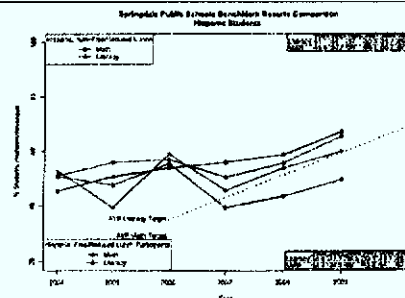
2008-2009 Augmented Benchmark Examination Results

2008-09 Benchmark		Hispanic	
Arkansas Spring 2008	Grade	Percent Proficient or Advanced	Percent Proficient or Advanced
Springfield's	Grade	75	49
State	3	70	60
Springfield's	4	66	52
State	4	73	60
Springfield's	5	58	51
State	5	60	50
Springfield's	6	67	49
State	6	74	67
Springfield's	7	61	49
State	7	61	54
Springfield's	8	61	66
State	8	54	66

Data are not disaggregated for non-English speaking students.

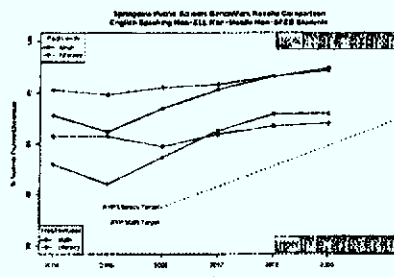
9

Benchmark Results Comparison



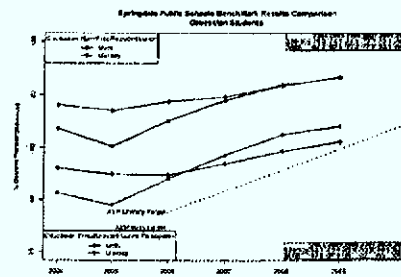
10

Benchmark Results Comparison



11

Benchmark Results Comparison



12

DSE Premise

The charter application states on page 8:

"There are a limited number of schools in Springdale area (sic) that offer a comprehensive college preparatory program emphasizing mathematics, science, and technology (STEM)."

13

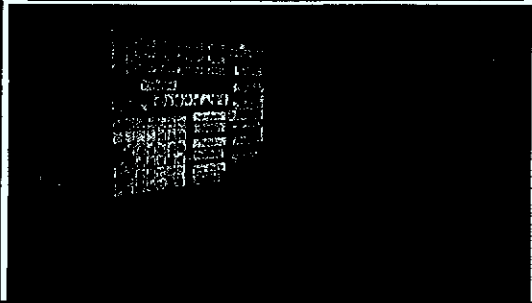
DSE Premise

The charter application states on page 11:

"DSE will serve as a unique school in the region where technology is widely and scientifically used as a student-oriented learning tool."

14

SSD Technology



STEM Programs



U of A Fay Jones School of Architecture Designs a Diversity Pipeline

"From 2008 to 2009, the number of Hispanic students enrolled in the University of Arkansas' Fay Jones School of Architecture has increased by 38%."

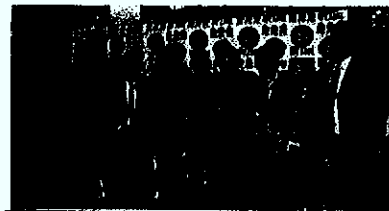
"The architecture program works in conjunction with the Springdale High School Architecture & Engineering Academy to funnel the large Hispanic population of Springdale, AR in to the Fay Jones School. They have worked with the academy for 2 years offering tours of the college facilities and helping to refine its curriculum. They've also specifically targeted women with this program."

Source: The American Institute of Architects, October 17, 2009

17

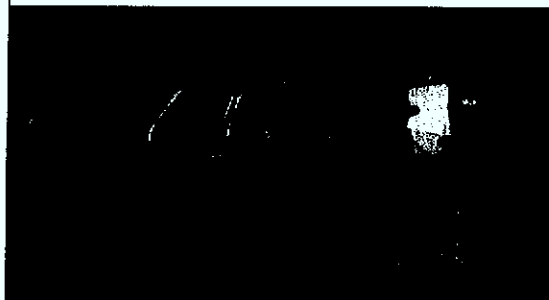
Springdale School District – EAST Lab

The Springdale Har-Ber High School Environmental and Spatial Technology (EAST Lab) program was recently recognized as one of the top four programs in the nation.



18

Arkansas Advanced Institute for Math and Science (AAIMS)



Advanced Placement (AP)

2009-10 Advanced Placement Courses

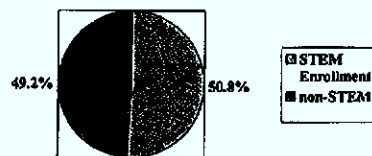
Stem courses in red

- | | |
|----------------------------|----------------------|
| • Biology | • Physics B |
| • Calculus AB | • Physics C |
| • Calculus BC | • Psychology |
| • Chemistry | • Spanish Language |
| • Computer Science A | • Spanish Literature |
| • English Lang/Comp | • Statistics |
| • English Lit/Comp | • Studio Art Design |
| • Environmental Science | • Studio Art Drawing |
| • Govt. & Pol Parties Comp | • US History |
| • Govt. & Pol Parties US | • World History |
| • Music Theory | |

20

AP STEM

2009-10 SSD Advanced Placement Enrollment



1,090 STEM enrollment

2,144 total enrollment

21

International Baccalaureate (IB) Program

2009-10 SSD International Baccalaureate (IB) Diploma Programme

Students will sig for 113 examinations in the following IB courses:

STEM courses in red

- | | |
|---------------------------|-------------------|
| • English (HL) | • Psychology (SL) |
| • French ab initio (SL) | • Biology (HL) |
| • German ab initio (SL) | • Chemistry (SL) |
| • Spanish ab initio (SL) | • Math (SL) |
| • French B (SL) | • Math Studies |
| • Spanish B (SL) | |
| • Computer Science (HL) | |
| • History of the Americas | |



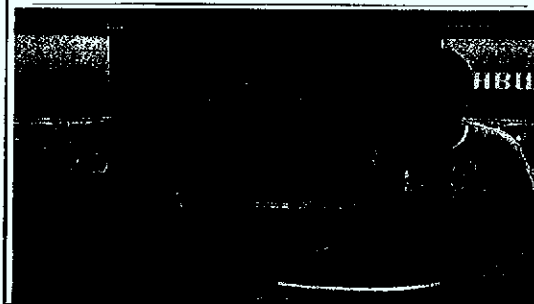
SL: standard level – one year course of study
HL: high level – two year course of study

High Schools That Work Initiative



23

Television Studios



DSE Premise

The charter application states on page 10:

"...proposed communities at large are suffering in both the short and long run from the violence and instability that may occur in and around large schools."

25

School Safety and Security

2008-09 District Annual Discipline Report

➤ 17,411 students x 178 days = 3 million+ student days

- Firearms - 0
- Expulsions - 19

26

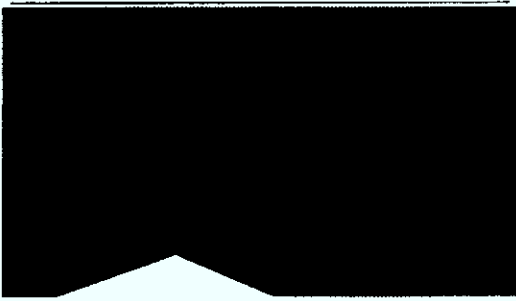
School Safety and Security



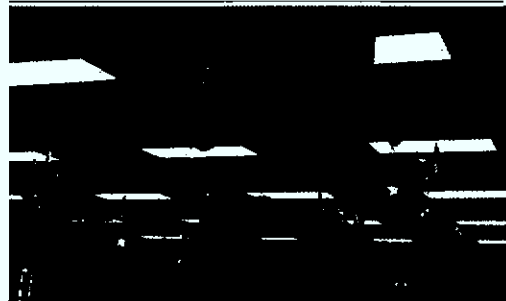
School Safety and Security



School Safety and Security



Character Education

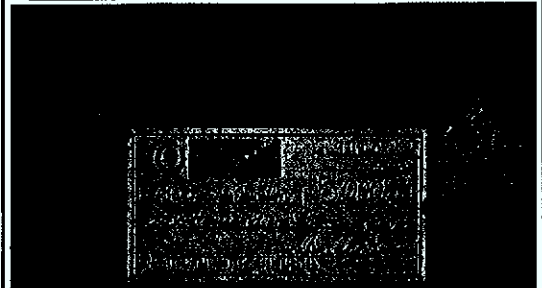


Community Commitment



31

Community Commitment



Community Commitment

- PreK Reading is Fundamental – Kiwanis Club
- 1st grade Stickhorse Rodeo – Rodeo of the Ozarks
- 3rd grade Dictionary Giveaway – Rotary Club
- 4th grade Black Stallion Literacy Project – Kiwanis Club
- 5th grade District-wide "Little Olympics" – Kiwanis Club
- 6th & 7th grades GK-12 Project – U of A partnership
- K-12 Business Advisory & Partners in Education
- Grades 8-12 Booster Clubs
- High School Awards Banquet – Chamber of Commerce

33

DSE Premise

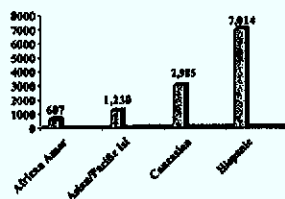
The charter application states on page 12:

"DSE will use strategies predicated on diverse research-based approach (sic) in that the age and individual learning preferences will determine the way skills are taught (e.g., use of learning styles and multiple intelligences). Additional services will be contracted to provide a comprehensive program for identified special learners (i.e., special education, ESL, etc.)."

34

Springdale School District

2009-10 Economically Disadvantaged Students
11,836 total (63.2% of District Population)



35

Springdale School District

- 92.4% of the District's 7,588 Hispanic students are Economically Disadvantaged
- 79.8% of the District's Hispanic students are ESL
- 93% of the District's Marshallese are Economically Disadvantaged
- 92% of the District's Marshallese are ESL

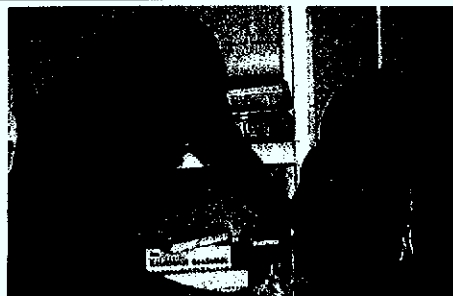
36

Student Services – ESL and Special Education

- Springdale School District:
 - 1,800 Special Education students
 - 7,330 ESL students

37

Educational Program



Educational Program

- Springdale School District employs 249 teachers who have ESL endorsements.
- 511 Springdale School District teachers have completed the rigorous 168 hour ESL Academy.

39

Curriculum Development and Alignment

- K-2 reading program described is not aligned to National Reading Panel standards.
- No specific focus on:
 - Phonemic awareness
 - Phonics
 - Vocabulary development
 - Fluency or,
 - Comprehension
- SSD has a balanced literacy model that follows ADE guidelines.

40

DSE Staffing

The charter application states on page 43:

"...instructional staff will possess a minimum of a bachelor's degree...in the primary field they will teach (sic)."

And on page 59:

"DSE will only hire highly qualified but not necessary (sic) certified teachers."

41

DSE Staffing

The charter application states on page 59:

"The Board of Directors of DSE will have the authority to administer a locally developed test to see if teachers are competent in the subject area in order to be granted a teaching assignment."

42

DSE Staffing

The charter application states on page 43:

"Exceptions would be made with Superintendent /Principal recommendation and approval of the board when a degreed person is not available for employment and the educational process could be adversely affected."

43

SSD Highly Qualified Staff

SSD Highly Qualified Staff

□ Bachelors Degree	~ 240
□ Bachelors + 15 hrs	~ 335
□ Masters Degrees	~ 302
□ Masters + 15 hrs	~ 203
□ Masters + 30 hrs	~ 180
□ Specialist Degree	~ 20
□ Doctorate	~ 16
Total Certified Staff:	1,296

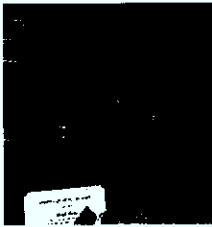
56% have a
Masters degree
or beyond

44

SSD Highly Qualified Staff

For three of the last four years, a SSD teacher has been recognized as one of the top four finalists for the state Teacher of the Year award.

One was selected as the Arkansas Teacher of the Year and was a top four finalist for the National Teacher of the Year award.



45

Student Services - Transportation



46

Springdale School District

In our view, the Springdale School District is strongly positioned to provide educational excellence in the following areas and more:

1. Academic Achievement
2. ESL Services
3. Highly qualified staff
4. Outstanding facilities
5. Partnerships – Parents, Community, Postsecondary
6. Safety
7. Special Education
8. STEM
9. Technology

47

In Springdale, we believe in our children,
in their potential and their promise.



Springdale Public Schools
Member of North Central Association
P.O. Box 8
Springdale, Arkansas 72765
Phone: (479)750-8800 · Fax: (479)750-8812

SLIDE 1 & 2 - Introductory Slides

Narrative of Presentation to the Arkansas Board of Education

November 2009

SLIDE 3 & 4

SSD Findings Related to Educational Need

It does not appear that the Charter school application provides a clear option that is distinct, different or unique from the Springdale School District's program options. At best it appears to be duplicating services already available. And, in the case of Special Education students and Hispanic students, the application appears to minimize services based on DSE's need to contract out those services.

SLIDE 5

The premise established by the data in the Dove application is an incomplete representation of the performance levels of students (pages 9-10). NOTE: The data charts on the bottom of page nine and the top of page ten of the application are mislabeled as 2007-2008 data when they are actually 2008-2009 data.

SLIDE 6 & 7

The application's printed data charts comparing the Springdale District sub-population data to the average state data are not a sufficient comparison. Additionally, when targeting African-American and Hispanic children, conditions of poverty and performance levels of students must be addressed.

The following charts demonstrate comparisons of Springdale subpopulation performance to like state subpopulation performance levels as well as poverty student performance levels.

SLIDE 8

A more appropriate comparison shows local sup-population data compared to sub-pop data from the state. When that is done, African-American students in Springdale compare very favorably on the Benchmark exam in both literacy and math.

SLIDE 9 & 10

When comparing Hispanic data, it is necessary to separate English-speaking students from non-English speaking students for an authentic understanding of student performance.

SLIDE 11

The Springdale disaggregated data indicate that English-speaking students are achieving at rates greater than the state expected levels of AYP performance in both literacy and math.

SLIDE 12

Students in poverty who speak English score above the state expected levels of AYP performance in both literacy and math.

SLIDE 13

Another premise established in the application justifying the need for this charter school is based on the perceived need to bring a clear option to students in the areas of math, science and technology. This is duplicating what is currently available.

SLIDE 14

The assertion that "DSE will serve as a unique school in the region where technology is widely and scientifically used as a student-oriented learning tool" (page 11) lacks understanding of the expertise in the use of technology in the Springdale School District classrooms.

SLIDE 15

Over the past five years, the Springdale School District has invested heavily in professional development with the express purpose of bringing an integrated use of technology through the installation of more than 300 Promethean Boards and 500 multi-media classroom systems actively used by K-12 students in their learning.

SLIDE 16

Four highly sophisticated programs based on STEM focus areas available to students are the Information Technology Academy, the award-winning Medical Professions Academy, our aquatic studies center, an integrated math and science learning experience in an applied setting, and the Architecture and Engineering Academy.

SLIDE 17

The nationally recognized Architecture and Engineering summer programs place Springdale students on campus at the U of A working with graduate students and professors on special projects.

SLIDE 18

The Har-Ber High School Environmental & Spatial Technology (EAST) Lab was recognized last spring as one of the top four programs in the nation.

SLIDE 19

Both high schools were selected to participate in the Arkansas Advanced Initiative for Math and Science (AAIMS). SSD students received more than \$19,000 in Exxon-Mobile incentive funds (the most awarded in one district) of approximately \$74,000 awarded statewide. Both schools were recognized by Newsweek magazine as being among the nation's top high schools based upon AP exams taken.

SLIDE 20

All College Board AP curriculum offerings in math, science and technology are available in our high schools. All AP classes are supported by pre-AP classes beginning in 6th grade. Concurrent enrollment opportunities are also available in the areas of math and science.

SLIDE 21 & 22

The number of AP and IB STEM offerings provides evidence of a very rigorous and challenging curriculum.

SLIDE 23

Springdale also has a national reputation as a high achieving leader in the High Schools That Work (HSTW) Initiative, which involves more than 1,200 schools in 31 states. Springdale High School has been recognized as a gold performance school by HSTW for three years and has hosted dozens of visiting teams from across the nation.

SLIDE 24

In addition, fully equipped television studios are in place at our high schools. Once again, it appears that the application for the Charter school is, at best, duplicating what is already available in the Springdale School District.

SLIDE 25

The application for this Charter school makes the claim that the "proposed communities at large are suffering in both the short and long run from the violence and instability that may occur in and around large schools" (see page 10).

SLIDE 26

This assertion is not supported by fact when applied to the Springdale School District.

SLIDE 27 & 28

The safety of our campuses is of primary concern and thus, the partnership with the Springdale Police Department ensures a safe and orderly environment of trust among staff, students and police officers so that misbehavior is curtailed before it becomes a problem.

SLIDE 29

All secondary schools either have or are currently in the process of acquiring video surveillance cameras.

SLIDE 30

The DSE narrative proposing character education, parent involvement, community service, and links to University mentors appears to be duplicative in nature to what is currently available to students in the Springdale School District. The District is well-established in all these program areas.

SLIDE 31

The nationally acclaimed WatchDog Dads program originated at a Springdale elementary school and is in place throughout the district. It now also has a SafeGate Moms component.

SLIDE 32

The Springdale School District Partners In Education (PIE) connects more than 100 local business partners with their adopted schools.

SLIDE 33

Connections to community support systems are prevalent throughout the district. The slide highlights a few of them.

SLIDE 34

The services described for Special Education and ESL students appear to be vague when compared to what is currently available to the students in Springdale. The application states that "services will be contracted to provide a comprehensive program for identified special learners (i.e. Special Education, ESL, etc.)". Students in the Springdale School District have access to highly qualified staff prepared to serve them effectively and efficiently.

SLIDE 35 & 36

The narrative is silent on exactly how children in poverty or English Language Learners will be served. This seems incongruent with the originally stated purpose to serve poor minority children in Springdale, since 92.4% of the Hispanic students are students of poverty and 79.8% of Hispanic students are ESL students.

SLIDE 37

The Springdale School District's 1,800 Special Education students are served across the entire continuum of service options with a strong professional development component that emphasizes the co-teaching model and a technology-rich learning environment.

SLIDE 38

The District's program serving our 7,330 ESL students is complex and has required significant and ongoing professional development so that every Springdale School District teacher is prepared to work with ESL students. Additionally, ESL specialists are available at every school for the express purpose of working directly with ESL students as their needs dictate.

SLIDE 39

249 SSD teachers are ESL endorsed and 511 have completed the 168 hour ESL Academy.

SLIDE 40

The K-2 reading program as described is not aligned with National Reading Panel standards. Within the narrative, there is no mention of a specific focus on phonemic awareness, phonics, vocabulary development, fluency or comprehension as a structured approach to teaching reading. The Springdale School District has a balanced literacy model that follows the state's guidelines.

SLIDE 41

Within the DSE application, it does not appear that the staffing selection process reflects the "highly qualified teacher" expectations required by ESEA. The criteria for teacher selection state that only the possession of a minimum of a Bachelor's degree in the field they will teach is required. There is a reference that all "teachers" will be experts; however, with limited credentials, this may be difficult to evaluate.

SLIDE 42

The teachers in the Springdale School District have passed state-required rigorous assessments including the PRAXIS I, II and III to determine their capacity to teach in Springdale schools. Since those tools are available, it appears that there is not a compelling argument to have a locally designed assessment tool.

SLIDE 43

It is stated in the Charter school application that a non-degreed person could be employed (see page 43). Given the circumstances of Northwest Arkansas and the number of universities in this region, this seems to be an unnecessary exception within their application given the expectation of hiring Bachelor level people at a minimum.

SLIDE 44

Our district employs highly qualified teachers as minimally required by ESEA; however, the faculty of the Springdale School District values lifelong learning as evidenced by the number of staff with advanced degrees.

SLIDE 45

For three of the last four years, a SSD teacher has been recognized as one of the top four finalists for the state Teacher of the Year award. In 2007, a SSD teacher was selected as the Arkansas Teacher of the Year and was a top four finalist for the National Teacher of the Year Award.

SLIDE 46

Transportation:

According to the application, no transportation services are provided (see page 52). This community does not have large scale public transportation service; therefore, it will be difficult for students to access the program without transportation, particularly students in poverty. The Springdale School District provides transportation for all eligible students.

SLIDE 47

In our view, the Springdale School District is strongly positioned to provide educational excellence.

SLIDE 48

Thank you

2008-09 Benchmark

African-American

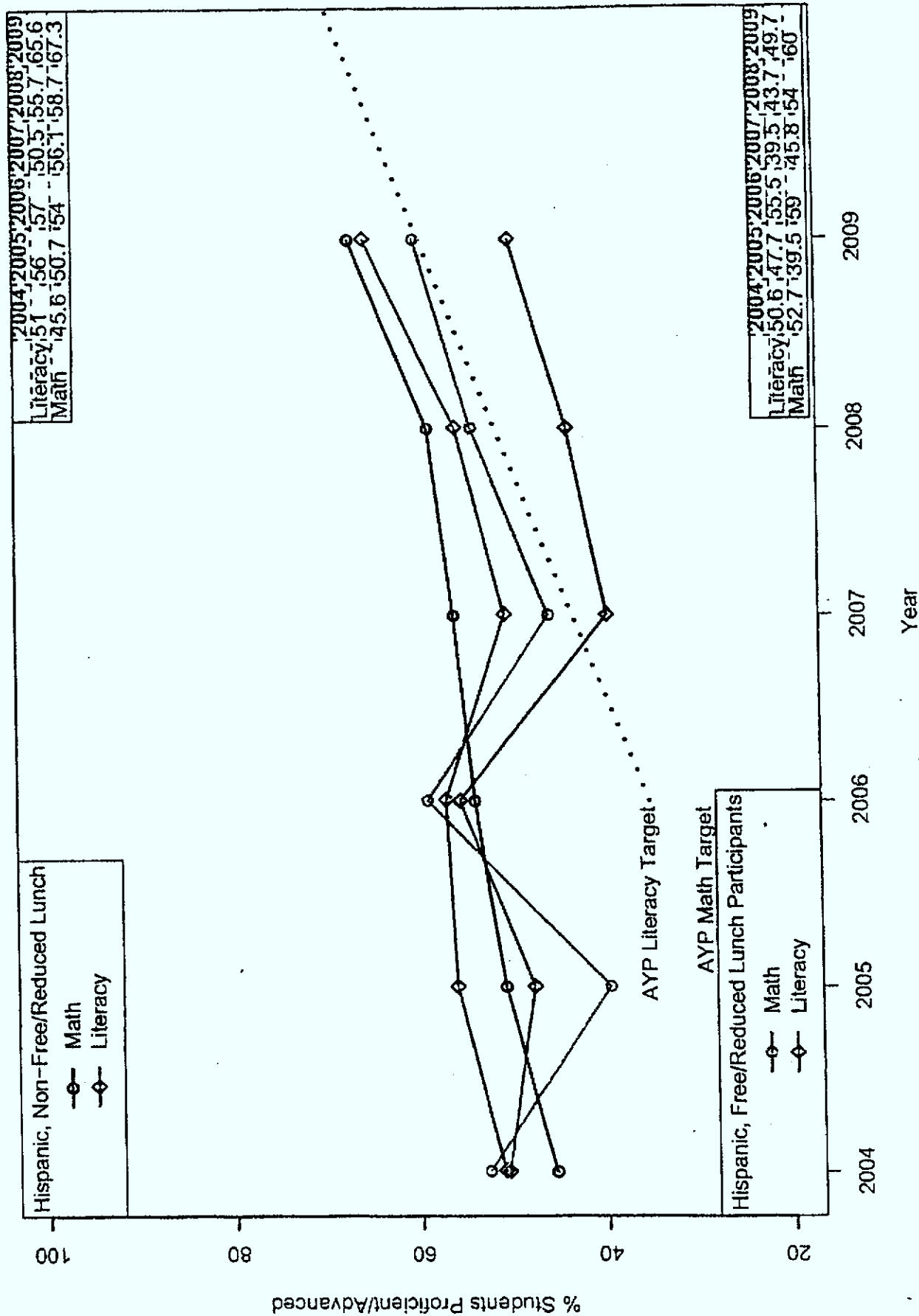
Arkansas Spring 2009		Math	Literacy
		Percent Proficient or Advanced	Percent Proficient or Advanced
	Grade	African Amer	African Amer
Springdale	3	75	61
State		64	48
Springdale	4	53	50
State		61	52
Springdale	5	38	55
State		50	46
Springdale	6	64	48
State		61	44
Springdale	7	83	70
State		47	41
Springdale	8	44	78
State		36	52

2008-09 Benchmark Hispanic

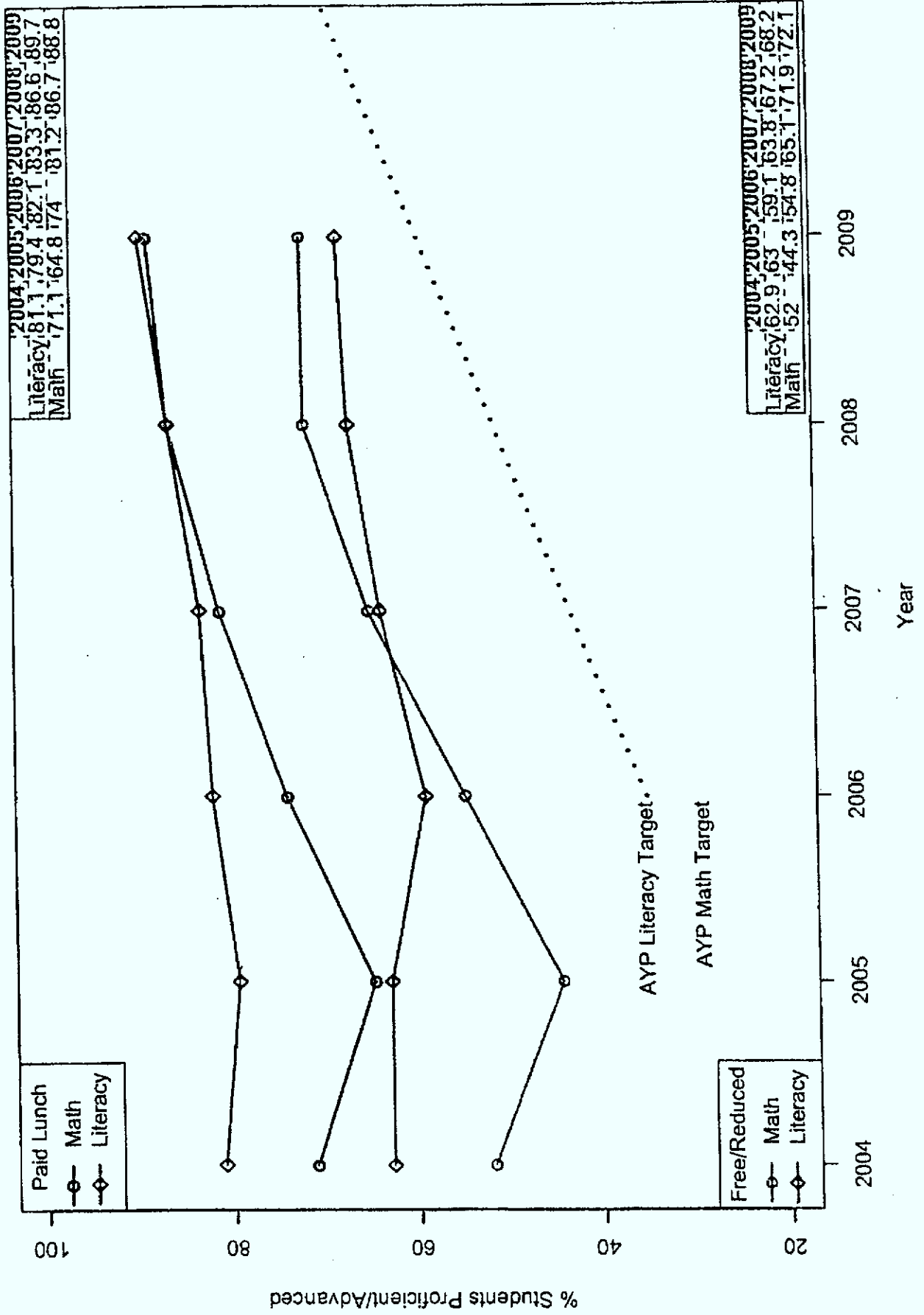
Arkansas Spring 2009		Math		Literacy
		Percent Proficient or Advanced		Percent Proficient or Advanced
	Grade	Hispanic		Hispanic
Springdale	3	76		49
State		76		56
Springdale	4	68		52
State		73		59
Springdale	5	58		51
State		65		58
Springdale	6	67		50
State		74		57
Springdale	7	52		46
State		61		54
Springdale	8	42		56
State		54		66

Data are not disaggregated for non-English speaking students.

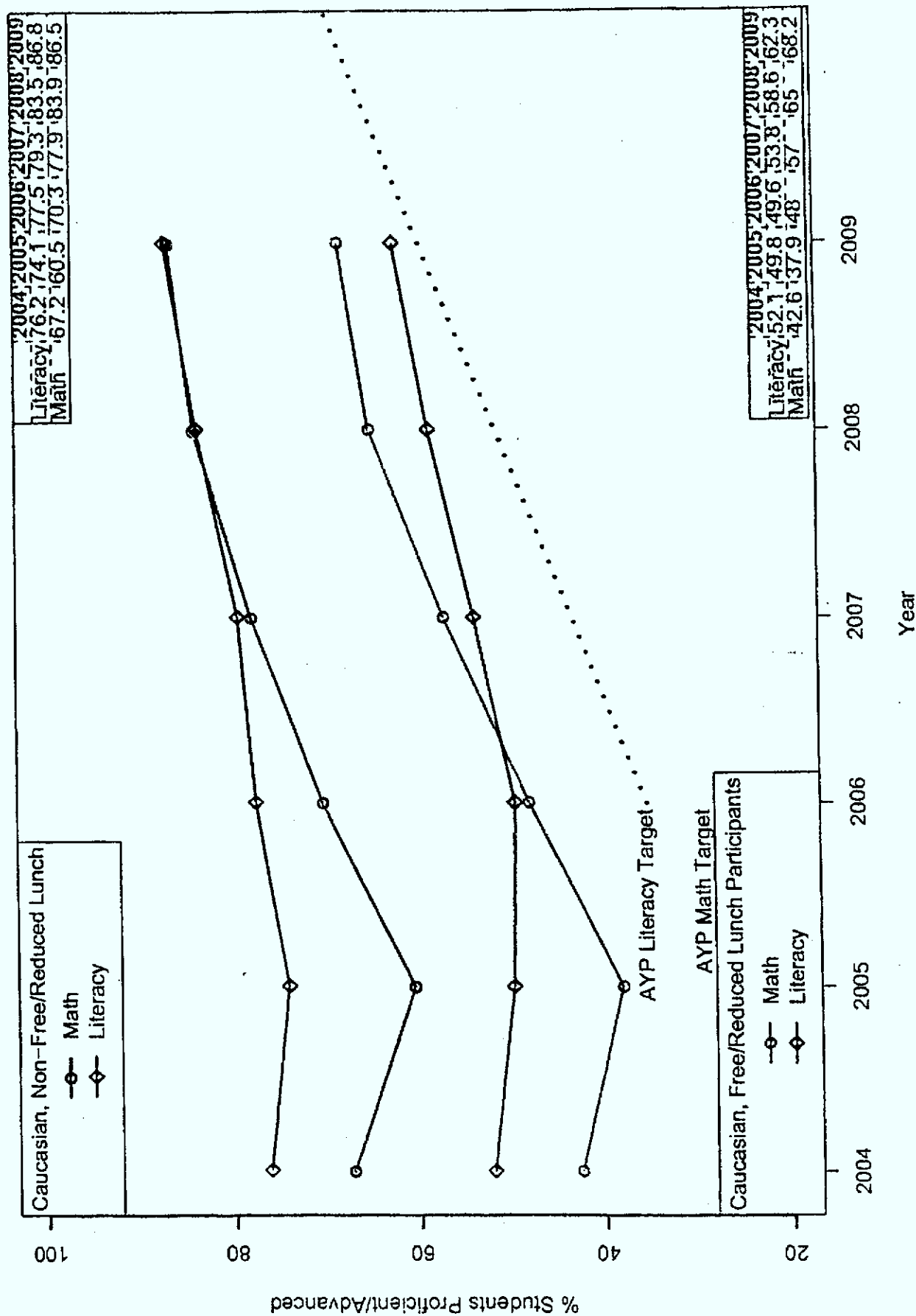
Springdale Public Schools BenchMark Results Comparison Hispanic Students



Springdale Public Schools BenchMark Results Comparison English Speaking Non-ELL Non-Mobile Non-SPED Students



Springdale Public Schools BenchMark Results Comparison Caucasian Students



Springdale Public Schools
Member of North Central Association
P.O. Box 8
Springdale, Arkansas 72765
Phone: (479)750-8800 · Fax: (479)750-8812

Findings on DSE Charter School Application Based on Evaluation Rubric

Standards 1 and 2: Public Hearing Results

There did not appear to be evidence of public support based on the minimal number of people in attendance with only 32 individuals accounted for on the sign-in sheets.

Standard 3: Governing Structure

No comment

Standard 4: Mission Statement

No comment

Standard 5: Educational Need

It does not appear that the charter school application provides a clear option that is distinct, different or unique from the Springdale School District's program options. At best it appears to be duplicating services already available. And, in the case of Special Education students and Hispanic students, the application appears to minimize services based on the need to contract out these services. The Springdale School District has a full complement of services already in place for Special Education students as well as ESL students.

The premise desired to be established by the data in the charter school application is an incomplete representation of the performance levels of students (see pages 9-10). The data chart in the middle of page nine is mislabeled as 2007-2008 data when it is actually 2008-2009 data. The printed data comparing the Springdale District sub-population data to the average state data are also not a sufficient comparison. A more appropriate comparison shows local subpopulation data compared to subpop data from the ADE. When that is done, black students' academic achievement on the Benchmark exam in Springdale compare very favorably both in literacy and math.

When comparing Hispanic data, it is necessary to separate English-speaking students from non-English speaking students for an authentic understanding of student performance. The Springdale disaggregated data indicate that English-speaking students are achieving at rates greater than the state expected levels of AYP performance in both literacy and math.

The premise established in the application to justify the need for this charter school, based on the desire to serve students in poverty, is not supported when data are disaggregated. Students in poverty who speak English score above the state expected levels of AYP performance in both literacy and math.

Another premise established in the application justifying the need for this charter school is based on the perceived need to bring a clear option to students in the areas of math, science and technology. This is duplicating what is currently available. Every Title I school in Springdale is saturated with technology. The district is heavily invested in the Cognitively Guided Math Initiative and has teachers on a state leadership team as trainers of trainers. A Springdale School District science specialist is working with every elementary school to provide support to elementary classrooms in the teaching of science.

A focus on STEM initiatives is prevalent in the middle and junior high schools as well in the Springdale School District. Middle grade schools and junior high schools in Springdale are invested in the eMINTS program that places technology into classrooms with a strong professional development component. Middle schools and junior high schools have multiple mobile labs available.

The Springdale School District secondary schools are heavily invested in STEM programming through activities such as the nationally acclaimed Architecture and Engineering Academy as well as the Information Technology Academy and the International Baccalaureate Diploma Programme.

Concurrent enrollment opportunities are available in the areas of math and science. All College Board AP curriculum offerings in math, science and technology are available in our high schools. All AP classes are supported by pre-AP classes beginning in 6th grade. All secondary schools have up-to-date science lab classrooms.

The assertion that "DSE will serve as a unique school in the region where technology is widely and scientifically used as a student-oriented learning tool" (page 11) lacks understanding of the expertise in the use of technology in Springdale School District classrooms. Over the past five years, the Springdale School District has invested heavily in professional development with the express purpose of bringing an integrated use of technology through Promethean Boards and projection systems actively used by K-12 students in their learning. Once again, it appears that the application for the charter school is, at best, duplicating what is already available in the Springdale School District.

The application for this charter school makes the claim that the "proposed communities at large are suffering in both the short and long run from the violence and instability that may occur in and around large schools" (see page 10). This assertion is not supported by fact when applied to the Springdale School District. The safety of our campuses is of primary concern, and thus the partnership with the Springdale Police Department ensures a safe and orderly environment of trust among staff, students and police officers so that misbehavior is curtailed before it becomes a problem.

The DSE program narrative proposing character education, parent involvement, community service and links to University mentors appears to be duplicative in nature to what is available to students in Springdale School District. The district has a well-established character education program. Parent involvement is a cornerstone of our schools with one of our Title I schools receiving special recognition by the National PTA organization as recently as last spring. We

have a well-established community service learning model that is pervasive throughout the high schools.

Connections to university-level experiences are prevalent throughout the district. The G-12 initiative supports Chemistry and Physics majors from the U of A who work with middle school science students. Architecture and Engineering summer programs place Springdale students on campus at the U of A working with graduate students and professors on special projects. In the area of writing, students spend the summer on campus, again working under the direction of University staff to improve writing skills. The PALMS initiative is in place at the middle schools for the express purpose of preparing Latino students and parents (who have traditionally been underserved in post-secondary schools) for the college experience.

Standard 6: Educational Program

The educational program is, at best, a duplicate of what is available within the Springdale School District.

The services described within the proposal for Special Education and ESL students appear to be significantly inferior to what is currently available to the students in Springdale. The application is very nonspecific when it comes to how students will be served. The application states that "services will be contracted to provide a comprehensive program for identified special learners (i.e. Special Education, ESL, etc.)". Students in the Springdale School District have access to highly qualified staff prepared to serve them effectively and efficiently.

The Special Education students are served across the entire continuum of service options with the expectation that student will be served in the least restrictive environment. Students who are mainstreamed are supported via a coteaching model in many of our classrooms.

The program serving ESL students is pervasive throughout the district. A significant amount of professional development has been provided so that every teacher is prepared to work with the ESL student. Additionally, ESL specialists are available at every school for the express purpose of working directly with ESL students as their needs dictate.

Standard 7: Academic Achievement Goals

The assessment tools as outlined in the charter school application are the same as those available and in use in the Springdale School District.

Standard 8: Curriculum Development and Alignment

The K-2 reading program as described does not appear to follow the National Reading Panel standards. There is no mention of specific focus on phonemic awareness, phonics, vocabulary development, fluency or comprehension as a structured approach to teaching reading. The Springdale School District has a balanced literacy model that follows the state's guidelines.

Standard 9: Geographical Service Area

Section 9 (page 41) of the application does not address one part of the evaluation criteria for this standard as stated in the rubric: "Information on the school district within the geographical

area that may be affected (including data on the expected number of students to transfer to the charter school)."

The number of students expected to transfer is not noted in this section.

Standard 10: Annual Progress Reports

No comment

Standard 11: Enrollment Criteria and Procedures

No comment

Standard 12: Staffing Plan

The application for the charter school indicates that teachers will be hired who "posses a minimum of a Bachelor's Degree...in the primary field they will teach (sic)" (see page 43). There are a plethora of certified candidates in most areas of education. Additionally, there is a reference that all "teachers" will be experts. However, without credentials this may be difficult to evaluate.

It is stated in the charter school application that a nondegreed person could be employed (see page 43). Given the circumstances of Northwest Arkansas and the number of universities in this region, this seems to be an unnecessary exception within their application given the expectation of hiring Bachelor level people at a minimum.

Standard 13: Business and Budgeting Plan

It appears that the salaries in the charter school application are lower than the salaries currently offered by the Springdale School District. The competitive nature of hiring might suggest that the most skilled teachers will seek higher-paying positions first.

Standard 14: Financial and Programmatic Audit Plan

No comment

Standard 15: Arkansas Public School Computer Network Assurances (APSCN)

No comment

Standard 16: Facilities

The facility currently being proposed within the charter school application appears to need a substantial amount of renovation. Our knowledge of the facility indicates that it has been used as a storage building for several years and damage to the exterior is observable to passers-by. The playground area appears to be very inadequate given the projected number of K-8 students even in the first year. The amount of outside space will be very limited based on the "land-locked" placement of this school, which is bounded by two major streets and businesses on the other two sides.

Standard 17: Student Services

Counseling

The charter school application appears, at best, to duplicate services already available to students within the Springdale School District.

In the area of counseling the proposal seems inadequate. "DSE will seek to hire an appropriately certified counselor to meet individual needs of students" (see page 51). The Springdale School District has an extensive counseling program on every campus with highly qualified counselors. In addition, a partnership with the Ozark Guidance Center provides on-campus clinical services to students with exceptional counseling needs.

Transportation:

According to the application, no transportation services are provided (see page 52). This community does not have public transportation service; therefore, it will be difficult for students to access the program without transportation, particularly students in poverty. The Springdale School District provides transportation for all eligible students.

Standard 18: Student Services (food service)

No comment

Standard 19: Parent Involvement

This appears to be a duplicate model to parental involvement in Springdale Schools.

Standard 20: Waivers

The charter application states that the "board of directors will have the authority to administer a locally developed test to see if the teachers are competent in the subject area...." (see page 59).

The teachers in the Springdale School District have passed rigorous assessments including the PRAXIS I, II and III to determine their capacity to teach in the Springdale District. Since those tools are available, it appears that there is not a compelling argument to have a locally designed assessment tool.

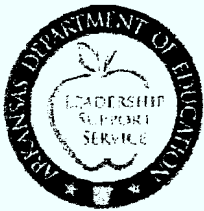
Standard 21: Desegregation Assurances

No comment

Application Cycle 2010

ADE Hearing Letter

Prism Education Center



ARKANSAS DEPARTMENT OF EDUCATION

October 23, 2009

Dr. Tom W. Kimbrell
Commissioner

Ms. Misty Newcomb
258 Bullard Road
West Fork, AR 72774

**State Board
of Education**

Re: Notice of Appeal/State Board Meeting

Dr. Naccaman Williams
Springdale
Chair

Dear Charter Applicant and Affected School District:

Jim Cooper
Melbourne
Vice Chair

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Fayetteville School District will occur at the State Board's meeting of November 9, 2009. The meeting will begin at 1:00 p.m. and will be held in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.

Sherry Burrow
Jonesboro

Brenda Gullett
Fayetteville

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

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and appeal.

Dr. Ben Mays
Clinton

Toyce Newton
Crossett

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 2:00 p.m. on October 29, 2009. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

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

Sincerely,

Tripp Walter
Tripp Walter
Interim General Counsel

TW/slr

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader
Dr. Charles Watson, State Board Office
Superintendent Vicki Thomas, Fayetteville School District
School Board President Susan Heil, Fayetteville School District

**ARKANSAS STATE BOARD OF EDUCATION
POLICY AND PROCEDURES FOR HEARING
CHARTER SCHOOL APPLICATIONS AND APPEALS**

- 1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school to the State Board. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.
- 4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the application or appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Application Cycle 2010

Appeal Letter

Prism Education Center

Arkansas Department of Education
c/o Charter School Office
Four Capitol Mall
Little Rock, AR 72201

October 7, 2009

Dr. Mary Ann Brown and State Board of Education:

In accordance with the Arkansas Charter School Law, Prism Education Center sent a copy of our written application for an Open-Enrollment Public Charter School to the Fayetteville School District for review and comment. According to sections 8.05 and 8.06 of the Rules Governing Public Charter Schools, the Fayetteville School Board was required to submit a copy of their written findings or statements to Prism Education Center and the Arkansas Department of Education by September 30, 2009 via certified mail. Pursuant to section 8.05 of the Rules "failure to submit this information will constitute the conclusion that the proposed public charter school will have no impact on the district".

As of Wednesday, October 7, 2009, Fayetteville School District has not sent notification of the approval or denial of our charter application to Prism Education Center. Therefore, at this time we are not in a position to be officially informed of any challenge or objection to the application for the Prism Open-Enrollment Charter School. However, it is our understanding that the Fayetteville School Board has voted to deny/oppose our Charter Application.

It is the desire of Prism Education Center to attempt to fully comply with and honor the Rules and Regulations set forth by the ADE during this application process. The Rules and Regulations do not detail what the actions of the applicant should be if we do not receive a copy of a letter either approving or denying the application by the September 30, 2009 date.

As we are very eager to complete the application process, we ask that you consider this a request for review and approval by the State Board, since per Article 8.05, the proposed school is considered to have no impact on the school, and we have no official notice of objection to the proposed charter school. We also ask that this letter be considered a written notice of appeal, should one be found necessary. Please inform us if any additional information is required.

Sincerely,



Misty Newcomb
Prism Education Center

RECEIVED
OCT 09 2009
CHARTER SCHOOL OFFICE

cc: Vicki Thomas, Fayetteville Public School District

Application Cycle 2010

Denial Letter(s)

Prism Education Center



September 25, 2009

State Board of Education
Charter Office
#4 Capitol Mall
Room 105 C
Little Rock, AR 72201

State Board of Education,

Fayetteville Public Schools recently received a copy of Prism Education Center's proposal for an open enrollment public charter school. After careful examination of the plan, district administration recommended to the Fayetteville Board of Education to deny/oppose Prism's proposal.

First, the Fayetteville School District provides in-depth programs and services for at-risk students. For example, Happy Hollow Elementary School is in their fifth year of the Reading First model. Happy Hollow has significantly closed the achievement gap between children eligible for free and reduced lunches and students who are not eligible for this service. This open- enrollment, continuous calendar school is available to all students in the Fayetteville Public District. In addition, putting the future of at-risk students in the hands of people who potentially have no educational background or experience, no certification, and no track record of success seems like a prescription for failure for these students. Furthermore, putting these same at-risk students on a public transportation system with unknown adult passengers could result in perilous situations.

For the stated reasons, at the September 24, 2009, Fayetteville School District Board meeting, the Board voted unanimously to oppose Prism's application for an open enrollment charter school in Fayetteville, Arkansas.

Sincerely,

Vicki Thomas
Superintendent

RECEIVED
SEP 30 2009

CHARTER SCHOOL OFFICE

VMT/pn

Application Cycle 2010

Letter of Intent

Prism Education Center

Arkansas Department of Education
Public Charter Schools Office
Four Capitol Mall 105-C
Little Rock, AR 72201

To Whom it May Concern,

Please accept this as the letter of intent to apply for an Open-Enrollment Charter School for Prism Education Center. Prism Education Center is a not for profit organization that is nonsectarian in its programs and operations and will be exempt from taxation under Section 501(c)3 of the Internal Revenue Code under the name: Prism Education Center.

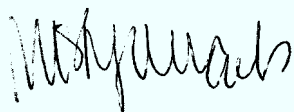
Contact Person: Misty Newcomb, 258 Bullard Road, West Fork, AR 72774, 479.790.9352, 479.839.4398

Prism Education Center is a non-profit organization committed to assisting families in the breaking of generational cycles of poverty through high quality, research-driven, academic programs. Prism Education Center will be staffed by individuals from diverse backgrounds and seeks to implement the corporate expertise of these individuals to develop an educational program that provides for holistic development of children from all backgrounds.

The proposed open enrollment charter school: Prism Education Center will serve grades K-8 and will be located in the Washington-Benton County region of Northwest Arkansas.

Prism seeks to provide a specialized academic program focused on the needs of children from low-income families. Prism will be guided by research-driven practices that are effective at raising the academic achievement of students from economically disadvantaged homes. By providing a year-round school schedule, extended school days, and aggressive academic interventions for at-risk students, Prism intends to decrease the achievement gap that exists between the children served by Prism and the general population.

Sincerely,



RECEIVED
JUN 29 2009
CHARTER SCHOOL OFFICE

Application Cycle 2010

Application

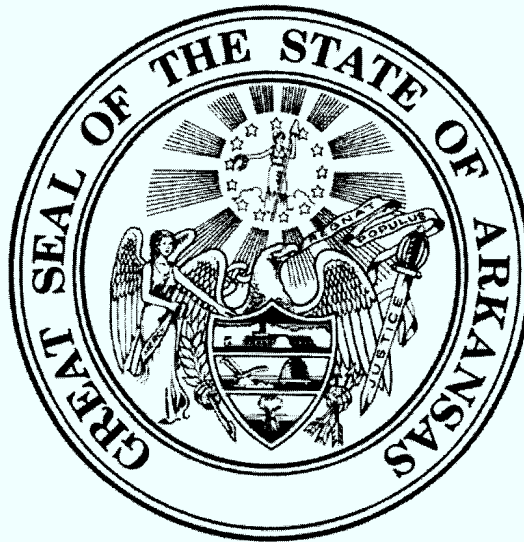
Prism Education Center



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31, 2009



RECEIVED
AUG 31 2009
CHARTER SCHOOL OFFICE

Charter School: Prism Education Center

Date Submitted: August 31, 2009

Date Approved: _____

Arkansas Department of Education
Public Charter Schools Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201
501.683.5313

A. General Information

Name of Proposed Charter School: Prism Education Center

Grade Level for the School: K-8 Proposed Enrollment: 650

Name of Sponsoring Entity: Prism Education Center

The applicant is an “eligible entity” under the following category:

- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity’s letter from the IRS reflecting tax exempt status or a copy of the entity’s application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Misty Newcomb

Address: 258 Bullard Road **City:** West Fork **Zip Code:** 72774

Daytime Phone Number: (479) 790-9352 **Fax:** (479) 839-4398

Email: misty@prismeducationcenter.org

Charter Site Address: 3162 West Sixth Street (Martin Luther King Blvd.)

City: Fayetteville **Zip Code:** 72701

Date of Proposed Opening: July 21, 2009

Chief Operating Officer of Charter: Misty Newcomb **Title:** Executive Director

Address: 258 Bullard Road **City:** West Fork **Zip Code:** 72774

Daytime Telephone: (479) 790-9352

The proposed charter school will be located in the Fayetteville school district. List the current K-12 student enrollment of the district where the proposed public charter school will be located: 8,512 (Total District Enrollment).

List the school districts from which students are expected to come:

<u>Fayetteville</u>	<u>Springdale</u>	<u>Farmington</u>
<u>West Fork</u>	<u>Greenland</u>	<u>Lincoln</u>
<u>Elkins</u>	<u>Prairie Grove</u>	

B. In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus and any other essential characteristics.

Prism Education Center seeks to provide a specialized academic program that meets the needs of children from low-income families who are chronically performing below the general population academically. Prism will be guided by research-driven practices that have proven to raise the academic achievement of students from economically disadvantaged homes. By providing a year-round school schedule, extended school days, and aggressive academic intervention for at-risk students, we intend to decrease the achievement gap that exists between the children and the general population. In addition to providing rigorous academic instruction, the Prism Educators will also empower student to become active and contributive participants in their school and the larger community through a character-based, goal oriented-academic process.

D. Required Information

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

Two public hearings were held for the purpose of assessing support for the establishment of this open-enrollment public charter school. The first meeting was held in Springdale on July 21, 2009 and the second was held in Fayetteville on July 28, 2009. Attached is the (reduced in size) agenda (Attachment 1) and sign in sheets for both meetings (Attachment 2 Springdale Public Hearing Sign-in Sheet & Fayetteville Public Hearing Sign-in Sheet). The Fayetteville Public Hearing extended beyond the 7:30 PM agenda as parents asked many questions. The meeting had to come to an abrupt end as the facility closed and individuals lingered outside the facility for an additional 30 minutes discussing the school. A Spanish-speaking interpreter was necessary at the Springdale Public Hearing due to the presence of non-English speakers.

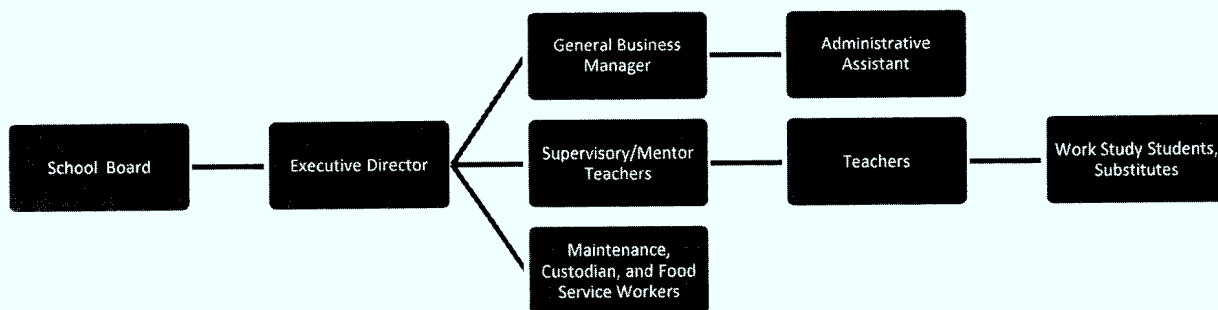
2. Provide documentation that each of the following requirements of Ark. Code Ann.§6-23-302 were met: The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.

See Attached scanned and reduced copy of advertisement (Attachment 3) and Invoice for advertisement (Attachment 4). Additionally, fliers were printed and distributed throughout the area in both English and Spanish to ensure that individuals who do not read the newspaper had access to such information.

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 public charter school will be located.

See attached letter sent to Fayetteville superintendent, Vicki Thomas (Attachment 5) and certified mail receipts verifying notice to Board Members and Superintendents of all other public school systems in Washington County via the same form letter (Attachment 6).

3. 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.



Board Composition

The Board will be composed of 5 individuals. The board will be a self-appointing, perpetuating Board. Individuals with a professional background and strong ties to the community will be sought to serve on the board. The Executive Director of the school will function as an ex-officio, non-voting board member.

School Board Roles and Responsibilities:

- Comply with all aspects of Arkansas Public School Law and Standards.
- Conduct monthly meetings and special meetings additionally should circumstance mandate such a meeting.
- Manage policy-related issues.
- Give final authorization for annual budget prepared by Executive Director.
- Approve the hire or termination of employees.

Executive Director

- Ensure the school's compliance with all aspects of Arkansas Public School Law and Standards for Accreditation.
- Oversee the business office and staff, the educational staff, and the maintenance and operations staff.
- Ensure financial stability of school.
- Prepare an annual budget for the approval of the School Board.
- Make recommendations for the employment or termination of employees.
- Conduct staff evaluations.

Supervisory/Mentor Teachers

In addition to being a classroom teacher, the supervisory teachers (there will be up to three supervisory teachers the first year) will take on a leadership role for several other classrooms. The supervisory teachers shall:

- Set specific curricular goals along other with Supervisory Teachers and Executive Director.
- Develop, with other Supervisory Teachers and Executive Director, a systematic professional development program aimed at meeting specific school-wide curricular goals.
- Provide coaching, mentoring, and support for teachers under their supervision.
- Conduct staff meetings with cluster groups.

Teachers

In addition to providing rigorous and engaging academic program for students, the teacher will also be responsible to:

- Ensure information regarding school-wide meetings, parent-teacher conferences and other public meetings is accessible to parents.
- Oversee any assistants, paraprofessionals, work-study students or volunteers which may be present in classroom.
- Engage in collaborative, job-embedded professional development program, cluster group meetings, peer coaching.

Parents

- May be involved, should they so choose, in the Parent Teacher Alliance which provides a collaborative venue for parents and teachers to become more involved in school program.
- Will be given an opportunity to provide input during the Annual Meeting, as specified in Section 10 of this charter.
- Will be given an annual survey, to be filled out anonymously-should they so choose, in order to assess parental satisfaction or concern.

4. Give the mission statement for the proposed open-enrollment public charter school.

Prism Education Center seeks to diligently serve our community with passion as we provide access to high quality, research-driven educational programs to children and families of all backgrounds and in so-doing decrease the academic achievement gap that exists between economically disadvantaged children and the general population.

5. Describe the educational need for the school.

It is our intention to place an Open Enrollment Charter School in Fayetteville, Arkansas that serves students from Washington County. Transportation will be provided from Springdale and Fayetteville, so the majority of the information cited below will reference those cities, with a specific emphasis on educational needs in Fayetteville. The mission of Prism Education Center is to decrease the academic achievement gap between individuals from different socioeconomic strata; therefore, the majority of the information in this section will pertain to schools that have poverty rates above the state average.

The notion that poverty is non-existent in Northwest Arkansas is a false assumption that often results in inadequate provisions for the 16,643 children participating in the Free and Reduced Lunch Program (FRLP). In fact, second only to Pulaski County, Washington County has one of the largest numbers of FRLP participants in the state. Adjacent Benton County has the third largest number of FRLP participants (see attached map, Attachment 7).

Achievement Gap

In spite of tremendous resource and wealth being devoted to education in the area, students from high poverty backgrounds perform much lower than their counterparts. As shown in the graph below, taken from the Analyzing Learning Equity Research Trends (ALERT System), a large achievement gap exists between FRLP participants and the general population. The achievement gap in Fayetteville is larger than the achievement gap in the state of Arkansas.

The following is a summary of the achievement gap for the Fayetteville School District from the ALERT System on the NORMES Database:

For three years

Overall evaluation of the mean differences in trend data indicates that FAYETTEVILLE SCHOOL DISTRICT is not impacting the achievement gap.

The mean scaled score in 2006 for Participant Group students was 553.658. The mean scaled score in 2006 for Non-Participant Group students was 703.909. The difference of 150.251 can be statistically computed to an effect size of 0.936, which represents a meaningful difference between the groups. It is representative of a large educational achievement gap in 2006.

The mean scaled score in 2007 for Participant Group students was 523.951. The mean scaled score in 2007 for Non-Participant Group students was 691.207. The difference of 167.256 can be statistically computed to an effect size of 1.057, which represents a meaningful difference between the groups. It is representative of a large educational achievement gap in 2007.

The mean scaled score in 2008 for Participant Group students was 581.527. The mean scaled score in 2008 for Non-Participant Group students was 739.435. The difference of 157.908 can be statistically computed to an effect size of 0.925, which represents a meaningful difference between the groups. It is representative of a large educational achievement gap in 2008.

This type of data is unavailable for Springdale School District.

Academic Performance in Schools with High Poverty Rates

The following information has been compiled by The National Office for Research on Measurement and Evaluation Systems (NORMES) in order to provide reliable educational achievement data. There are three primary schools within Fayetteville school district from which Prism Education Center will target much of their recruitment efforts due to the geographic proximity of these schools to the Prism Education Building: Owl Creek School, Leverett Elementary, and Asbell Elementary.

Owl Creek has FRLP population of 69%; Asbell Elementary has a FRLP population of 75%, and Leverett Elementary has a FRLP population of 66%. The Prism Education Center building is located in the Owl Creek school zone.

There are a disproportionately large number of students from the economically disadvantaged population that score below proficiency in literacy, mathematics, and science. To illustrate this point, fourth grade literacy and math scores and fifth grade sciences scores for economically disadvantaged students will be used.

At Owl Creek 63% of the economically disadvantaged students score below proficiency in literacy, 60.5% score below proficiency in mathematics, and 88% score below proficiency in science.

At Leverett Elementary, 50% of the economically disadvantaged students score below proficiency in literacy, 32% score below proficiency in mathematics, and in science 70% score below proficiency.

At Asbell Elementary, 49% of the economically disadvantaged students score below proficiency in literacy, 30% in mathematics, and 50% score below proficiency in science.

The schools with high poverty rates in Springdale also demonstrate low achievement and thus educational need. For the purposes of this charter Jones Elementary and Robert E. Lee Elementary will be a focus as the public transportation system is very accessible to these high poverty school zones. Jones Elementary has a 94% poverty rate and Robert E. Lee has a 71% poverty rate.

At Jones Elementary, 75% of the economically disadvantaged students score below proficiency in literacy, 66% of the economically disadvantaged students score below proficiency in mathematics, and 80.7% score below proficiency in Science.

At Robert E. Lee Elementary, 51% of the economically disadvantaged students score below proficiency in Literacy, 55% of the economically disadvantaged students score below proficiency in mathematics, and 80.7% score below proficiency in Science.

National data shows economic status to be a major factor correlated to academic achievement (Bradley & Corwyn, 2002). The ALERT and NORMES data reveal that while Washington County may be perceived as a wealthy region relative to the remainder of the state, there exists inside of particular schools in Washington County substantial numbers of economically disadvantaged students.

The traditional education system in Washington County is not meeting the needs of these students, as evidenced by the achievement gap between students considered economically disadvantaged and the remainder of the population, and the large numbers of individuals scoring below proficiency in Literacy, Math, and Science in these schools.

up to 49% of the variance among student academic achievement. The figure below published by Robert Maranzo (2003), taken from the research of William Sanders & June Rivers (1996) and analyzed further by Kati Haycock (1998) graphically depicts the impact of teacher effectiveness:

**Cumulative Effects Over Three Years between Students
with Least Effective Versus Most Effective Teachers**

Most Effective Teacher	83 percentile point gain
Least Effective Teacher	29 percentile point gain

In her published article, Kati Haycock (1998) states, “Differences of this magnitude—50 percentile points—are stunning. As all of us know only too well, they can represent the difference between a ‘remedial’ label and placement in the ‘accelerated’ or even ‘gifted’ track, and the difference between entry into a selective college and a life at a hamburger joint.” Because of the absolute life-changing power teachers possess in a child’s life, the quality of guidance is of extreme importance to Prism Education Center.

Finally parental and community involvement have been proven to be beneficial for children. Students from wealthy neighborhoods attend wealthy schools with well-funded Parent Teacher Organizations that financially supplement the academic programs their children receive. The exact opposite is seen in poorer schools which often struggle to get three parents to attend a monthly Parent meeting. This translates to major losses for poor children both in the academic program and opportunities to which these children have access and the support they receive (Lareau, 2003).

In her book, *Unequal Childhoods*, Annette Lareau documents the constraint that exists between the poor and working class families and the middle-class school system. The public school system—which typically employs individuals from upper middle-class families that subscribe to upper middle-class values—is typically viewed with suspicion by these families and a culture of constraint and suspicion is developed between the family system and the school system. This is contrasted by the relationship between upper middle-class and wealthy families that engage in the same concerted cultivation of children at home as the administrators and educators do in the public school system. This creates a culture of entitlement for the wealthier children and thus enables these students to navigate the middle class world much more proficiently than their poverty stricken peers. In order to more effectively engage these families and address this cultural divide—the school system must take the responsibility to initiate a different type of relationship with parents and children from the lower socioeconomic strata.

Prism has taken the educational philosophy previously described and developed the following educational program:

Prism Education Center will ensure that students fulfill their academic potential by building more hours into the day and extending the school year, forming strategic partnerships with local and state organizations, and implementing research-based instructional methods proven to help lower-income students succeed.

Prism Education Center will serve students and families from K-8. Teacher-student ratios of approximately 1-18 in Kindergarten and First Grade; 1:24 in second to fourth grade and 1:28 in fifth to eighth grade.

The school will utilize Work Study Students from the University of Arkansas as well as individuals from various senior center retirement agencies and Retired Senior Volunteer Program to provide in-class assistance in the afternoons by participating in guided reading groups, reading with students, one-on-one, assisting students at learning stations, or with small

group meetings. (All of these volunteers will, of course, undergo mandatory background checks and fingerprinting).

Additionally the senior citizens have agreed to eat lunch with our students. The one common factor among National Merit Scholars is that all of these students eat dinner with their families at a table two to three times a week. This must be reconciled to the fact that parents in this geographic area work night shifts at the local factories, that 40% of homeless individuals are homeless with children, and that over half of the children in this nation are being raised by single parents who may not have the resources to provide this meal time experience with their children.

Information retention is greatly impacted by the summer break that is common in most American schools. The amount of information lost is disproportionately large for children from economically disadvantaged backgrounds. These children *lose* on average two months worth of information during the two month summer break (Cooper, 1996) while middle-class students make slight gain (Cooper, 1996; Alexander, Entwistle, Olson, 2007).

According to the National Center for Summer Learning, two-thirds of the achievement gap that exists between different socioeconomic classes can be explained by unequal access to summer learning opportunities. Karl Alexander's (2007) study regarding the Summer Learning Gap correlates the summer learning gap in the elementary years to a lifelong achievement gap. Alexander states, "Since it is low SES youth specifically whose out-of-school learning lags behind, this summer shortfall relative to better-off children contributes to the perpetuation of family advantage and disadvantage across generations."

In an effort to decrease the amount of information lost and thus decrease the achievement gap, Prism will provide an extended school year of a minimum of 210 days. The 210 day school schedule will be strategically developed to minimize any extended gap in the school year (see proposed school schedule).

Prism Education Center will implement a balanced comprehensive literacy program. Students' instruction will be guided by assessment such as Developmental Reading Assessment, Computerized MAP assessment, and the Northwest Evaluation Association (NWEA) assessment program which will assure that each child progresses with no gaps in their instruction and no student will fall between the cracks. Prism will use in-service training to teach parents how to build their child's phonological awareness through immersion in literature with interaction with language.

Students will explicitly be taught phonics through the Orton-Gillingham method of instruction. Authentic reading will be taught in Reading Workshop with many opportunities to read through read-alouds, familiar reading, author studies, shared reading, reader's theatre, guided reading and independent reading. These opportunities will be supported by explicit vocabulary instruction and instruction in comprehension strategies which is particularly beneficial for English Language Learners. Lucy Calkins and Ralph Fletcher's Writing Workshop approach will correlate with Reading Workshop as the child has an opportunity to watch modeled writing, write interactively with the teacher, and write developmentally daily. Teachers will teach the writing process through carefully planned mini-lessons based on student conferences during writing workshops and observations of the students' daily writing and writing notebooks.

Students will practice skills taught through work stations that will provide authentic repeated practice. The time in work station will provide time for the teacher to work with Tier II and Tier III instruction using the Response to Intervention Model. For those students who read below grade-level at the beginning of the year, particularly English Language Learners, teachers

will use scaffolding such as Total Physical Response of key vocabulary, heterogeneous pairs, and audio recordings to ensure these students can access grade-level curriculum. After school programs will use developmentally appropriate practice for repeated practice, remediation, and extension of the literacy program. Using the Response to Intervention Model progress will be documented and used to guide the ongoing development of the after school program.

Professional development in all areas of literacy will be ongoing and based on current educational research to include all staff members including: administrators, and paraprofessionals, K-8 teachers, maintenance, custodians, food service workers, and after school workers. Support staff can play a key role in the student's academic development. For example, food service workers can reinforce a certain grade-level's key vocabulary words for the week by using those words during their interaction with students during the lunch hour. Professional development will be job-embedded; for example, a grade level team might engage in peer observation and feedback, or conduct a book study with weekly reflective meetings. All teachers will receive professional development on certain instructional areas such as Differentiated Instruction, Cognitively Guided Instruction (CGI), Writer's Workshop, and methods for teaching English as A Second Language. Teachers will also engage in goal-setting for individualized professional development plans, based on their instructional strengths and needs.

Math will be taught conceptually through the use of pictorial language, manipulatives linked to mathematical notation, and systematic use of word problems. Using Singapore Math, Prism will use a spiral approach that builds upon preceding levels with an emphasis on computational skills, conceptual and strategic thinking processes. Topics revisited in consecutive years will be discussed at an advanced level, rather than strictly reviewing at the same level. Mathematical concepts will be taught from concrete through pictorial to abstract. Through systematic sequencing of topics, facts and skills are reinforced and practiced in context-specific problems.

Singapore Math will be reinforced by Cognitively Guided Instruction as well as Marilyn Burns' approach to constructivist mathematics, which helps students connect math to life while building in support for tactile-kinesthetic learners, visual learners, and English Language Learners. The math curriculum will also be linked to professions students may wish to pursue, such as engineering and architecture, through collaborative design challenges that teach 21st century skills, such as design skills, collaboration, and the use of technology, while reinforcing mathematical skills in geometry, measurement, and arithmetic.

Science will be project-based and inquiry driven using GEMS curriculum and additional resources from the Arkansas Game and Fish Commission, local Farmers Market members and Community Supported Agriculture ventures, as well as local conservation agencies. Science will be horizontally aligned to both Math and Literacy in order to provide opportunity for students to practice skills learned in these subjects and make valued connections across the disciplines.

Social Studies will also be primarily project-based and will provide an excellent environment for the integration of library media frameworks and vertical alignment of literacy projects. Using INTERACT projects, teachers will address the Social Studies Frameworks.

All children will engage in the acquisition of a second language beginning in Kindergarten. For non-English speaking students, the second language will be English. For English Speaking students, the second language will be Spanish. English Language Learner Frameworks will be incorporated into the general classroom. For example, teachers will implement such techniques as

Total Physical Response, the use of graphic organizers, vocabulary instruction through realia, and instruction in grammatical parallels and differences between Spanish and English for those students who speak Spanish as their first language.

An extensive arts program will be offered to the children both during school hours as well as in the after school program including: dance, music, three-dimensional arts, stringed instruments, and performing arts and theatre. Using resources from the University of Arkansas Work Study Program, the University of Arkansas, and instructors from the Suzuki School of Music, children-especially those involved in the after school program will have access to a refined art education program.

Because there are strong correlates of teacher quality and effectiveness to comprehensive, professional development programs, the structure of Prism Education Center will reflect the high prioritization of teacher training. In fact, engagement in quality professional development programs has been shown to be more strongly correlated to student achievement than teacher certification. Therefore every Friday the school day will be shortened to 1:30 PM. (The after school program will begin at the point which the school day ends in order to limit any negative effects on working families). Each Friday afternoon will be dedicated to a systematic, effective professional development program. Prism Education Center will utilize the resources in the area for such a program as well as the resources inherent in the school itself by empowering Prism Educators, and specifically Supervisory/Mentor Teachers, to take a leadership role in the professional development program.

Aside from those standards which Prism has specifically requested a waiver, all Standards for Accreditation will be met. The board, administrators, educators and other stakeholders will develop an annual comprehensive planning and fund distribution design, also known as the school's Arkansas Comprehensive School Improvement Plan (ACSIP). The plan will use performance trend data to address the deficiencies in the school that prevent students from achieving proficiency in the core academic subjects of reading and mathematics; analyze and address school insufficiencies as they relate to leadership for schools, governance and fiscal infrastructures, and curriculum and instruction; and will seek to detail why previous efforts were insufficient; and create a framework of detailed action steps to improve on those efforts.

Prism Education Center will hold high expectations for all students, while individualizing instruction to meet their needs. Through an extended day and extended year, partnerships with local and state organizations, and research-based instructional methods, Prism Education Center will ensure that all students reach their full academic potential.

7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.

Prism Education Center will participate in the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). All students will be required to participate in grade appropriate state-mandated assessments.

In an effort to increase academic achievement, Prism Education Center will target moving students to higher performance levels on the Augmented Benchmark Exams. Each year the

proposed charter school has set a minimum percentage of students to be moved from lower performance levels to higher performance levels. Below this is graphically depicted.

Annual Percentage Goals for Student Improvement

	Reading	Reading Comprehension	Mathematics	Mathematics Reasoning
From Below Basic to Basic	4%	4%	4%	4%
From Basic to Proficient	10%	10%	10%	10%
From Proficient to Advanced	2-3%	2-3%	2-3%	2-3%

Additionally, using Northwest Evaluation Association, Prism Education Center will pretest students at the beginning of the school year. At the end of the school year the students will be retested (and at least one time in between the beginning and end of the school year students will be tested). The goal for growth on these tests would be 1.2 Grade Level Equivalent Growth for each student from the beginning of the year to the end of the year.

8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

Prism Education Center shall use the Arkansas Curriculum Frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards. The educational program offered at Prism Education Center will be aligned with the Arkansas Curriculum Frameworks through both Curriculum Alignment and Instructional Alignment.

Teachers will provide evidence of alignment with Curriculum Frameworks by submitting weekly lesson plans aligned with the Total Instructional Alignment documents developed by the Northwest Arkansas Educational Coop in Literacy, Math, Science, and Social Studies. These models are developed from the standards in the Arkansas Curriculum Frameworks and provide quarterly targets for the teachers to direct classroom instruction.

Student assessment will be performed throughout the year via informal assessments to determine mastery of Frameworks. Additionally, more formal assessments will be conducted through programs such as Northwest Arkansas Evaluation Association (NWEA) two to four times a year. NWEA is aligned to the state Frameworks.

9. 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 public charter school.

Prism Education Center will be geographically located in Washington County of Northwest Arkansas. Washington County is comprised of two large cities, Fayetteville and Springdale, and seven smaller outlying rural cities: Elkins, Winslow, Greenland, Lincoln, West Fork, Prairie Grove, and Farmington. There are currently no elementary public charter schools in Washington County.

According to the U.S. Census Bureau, Washington County has a larger percentage of white individuals than average in the state of Arkansas, and a lower percentage of black individuals. The

Hispanic population in Washington County is much higher than the Arkansas average, with 13.2% being Latino or Hispanic in 2007 compared to the state average of 5.3%. Washington County has a lower percentage of individuals with a high school diploma than the national average, with 81.9% having less than a college degree; and 10.9% falling below poverty level. The median household income in Fayetteville is \$38,983 (far below the national average) and the median household income in Springdale is \$44,326.

The school building will be geographically located in south Fayetteville in an area saturated with families from lower income levels. The two large school districts of Fayetteville and Springdale are surrounded by several smaller, more rural school districts: Elkins, Farmington, Prairie Grove, Greenland school district, Lincoln, and West Fork. Prism has not advertised in the rural school districts, and anticipates the majority of its students will come from the Fayetteville, with some students coming from Springdale districts.

The geographic location of the school will be immediately accessible to elementary students from Asbell Elementary, Leverett Elementary, Owl Creek Elementary, and Happy Hollow Elementary and Washington Elementary in Fayetteville. The FRLP composition of these schools is as follows:

School	FRLP %
Owl Creek Elementary	69%
Asbell Elementary	75%
Leverett Elementary	66%

Northwest Arkansas is an area known for its wealth due to economic and business opportunities brought about through major corporations headquartered in the area. While this wealth is beneficial to the area, it sometimes overshadows the reality of the enormous economic discrepancy that exists in Northwest Arkansas. Washington County is home to more participants in the Free and Reduced Lunch Program (FRLP) than any county other than Pulaski County in the state of Arkansas. There are 16,643 children that participate in the FRLP program. According to the United States Census Bureau, there are more individuals in Springdale over the age of 25 with less than 9th grade educational attainment (14%) than there are individuals with a Bachelor's degree (13.4%).

There is no way to be certain of the number of students that will transfer into the charter school from specific school districts. However due to geographic accessibility to Fayetteville, the applicant assumes that the majority of the students will come from this school district. Due to accessibility of public transportation to proposed building from Springdale, the applicant assumes some students will attend from this school district. Therefore the applicant could foresee the school pulling 60% of students from Fayetteville School District, 30% from Springdale School District, and 10% from the outlying smaller schools.

10. 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 ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2.)

Listed below are the timeframes and methods of reporting student performance data. Prism Education Center will comply with Arkansas Public School Law and Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts concerning all timelines and methods of distribution.

Reporting Methods

Timeframe:	Reporting Method:
Annually	Annual Meeting and an Annual Report
Biannually	Parent Teacher Conferences
Three Times a Year	Report Cards
Weekly	Goal sheets sent home to parents with additional comments if necessary

For all written information, translation will be provided as necessary for non-English speakers. Interpreters will be available, as needed, for all meetings and conferences.

The proposed school leadership will distribute the annual report and hold an annual meeting in accordance with Arkansas State Law and Standards for Accreditation of Arkansas Public Schools.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public 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 public charter school than can be accommodated under the terms of the charter, except as allowed for in Code Ann. §6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).

Any student in grades K-8 who meet current state attendance guidelines can enroll at Prism Education Center. In accordance with Arkansas Code Annotated, Section 6-23-306 (6), admission will not be based on gender, national origin, race, ethnicity, religion, disability or athletic or academic eligibility. Focused recruitment efforts will be made for low-income students in south and west Fayetteville and Springdale as these geographic locations having a concentrated population of low-performing, low-income students. Such recruitment efforts will be made by establishing partnerships with organizations that have effectively targeted this population for the purpose of a referral system.

The charter school will use a random anonymous lottery for the selection of students in the event that the number of applications submitted exceeds the slots available for enrollment. In accordance with Arkansas Code, Annotated, (14)(C), Prism Education Center will allow an

enrollment preference for (a)(1) Children of the founding members of Prism Education Center that does not (a)(2) exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school and (2) siblings of students currently enrolled in the open-enrollment public charter school.

12. 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.

Executive Director

Reports To: Board of Directors

Supervises: All administrative, professional, paraprofessional, and non-teaching personnel.

Position Objective: The Executive Director is the executive, educational, and instructional leader of the school. S/he is responsible for the effective operation of the Prism Education Center; for the general administration of all instructional, business or other operations of the Prism Education Center; and for advising and making recommendations to the Prism Education Center Board of Directors with respect to such activities. S/he shall perform all the duties and accept all of the responsibilities usually required of a Director/Principal as prescribed by the Education Laws of State of Arkansas, statutes of the State of Arkansas, and the policies, rules, and regulations established by the Prism Education Center Board of Directors.

- Reports to and seeks input from the Board or appropriate committees regarding the governance of Prism Education Center.
- Develops and implements recommendations of the Board of Directors regarding the governance of Prism Education Center.
- Regularly report to the Board on school activities, school finances, and all other relevant matters.
- Sits on the Board as a non-voting member.
- Prepare for the Board's approval an annual set of goals for the School and Executive Director.
- Within the school community, inspire a culture of excellence that is centered on the School's vision.
- Manages and supervises all full and part-time staff.
- Recommends to the board the hiring and/or firing of any employee
- Oversees annual evaluations of teachers and other administrative staff
- Oversees the development and maintenance of job descriptions, personnel policies and procedures
- Insure that all teachers are highly qualified, certified, and have Individual Professional Development Plans on file that are aligned with the School's ACSIP Plan
- Coordinates and oversees staff development and training that is aligned to the State Frameworks and School's ACSIP Plan
- Conducts regular staff meetings
- Develop and maintain research-based educational programs in conjunction with state law, charter school laws and regulations, and Arkansas State Frameworks

- Assures programs meet Charter goals and requirements, recognizing that faculty is responsible for designing standards-based curriculum that is aligned with Arkansas State Frameworks
- Oversees school data reporting systems; classroom, general school, and DOE required data.
- Oversees the development of the School's annual budget in coordination with the Board of Directors and General Business Manager
- Presents the annual budget to the Board of Directors for final approval, and is responsible for the implementation of the budget
- Maintains on-going communication regarding financial decisions with the Finance Committee
- Oversees the preparation of monthly financial reports to the Finance Committee of the Board of Directors
- Oversees the reporting of financial data to the State Department of Education
- Oversees all financial transactions including payroll
- Tracks and assigns all purchases
- Responsible for the Annual Audit and Annual Report.

Qualifications: Minimum-Bachelor's Degree and at least 3 years experience in Education or Human Services. Preferred- Master's Degree and additional four years in Business Management.

School Business Manager:

Reports to: Executive Director

Position Objective: The General Business Manager (GBM) is responsible for the fiscal operations of the open enrollment charter school. This must be a person other than the Executive Director and not considered an "interested person" in relation to the Executive Director.

- Responsible for management of Financial Management Systems Applications provided by APSCN including: Fund Accounting, Human Resources, Fixed Assets, Budget Preparation, Personnel Budgeting, Purchasing and Warehouse.
- Maintaining the SunGard Pentamotion Student Management Systems Applications

Qualifications: The GBM must either meet the qualifications of a Certified Arkansas School Business Official (CASBO) based on the requirements established by the Arkansas Association of School Business Officials or be enrolled in the CASBO required courses of study. The GBM must comply with Arkansas State Law and Rules in regard to certification.

Administrative Assistant:

Reports to: Executive Director

The Administrative Assistant is responsible for secretarial duties, screening school visitors, answering phones, handling postal service, organize and file materials as designated.

Qualifications: GED or High School Diploma

Classroom Teacher:

Reports to: Executive Director

Supervises: Assistants, Substitutes, Work-Study students, volunteers

- Responsible for developing and implementing an academically rigorous curriculum that is aligned with the Arkansas Curriculum Frameworks in a manner that is engaging and effective at raising the academic achievement of Prism students regardless of any other characteristics of the child.
- Additionally the Prism Educator must teach with intentionality and energetically accept the responsibility of incorporating the character education in the routine activities of the students in their care.
- S/he shall perform all the duties and accept all of the responsibilities usually required of a teacher as prescribed by the Education Laws of State of Arkansas, laws and regulations of the United States, statutes of the State of Arkansas, and the policies, rules, and regulations established by the Prism Education Center Board of Directors.

Qualifications: Minimum-Bachelor's Degree; Preferred-Certified Teachers License.

Supervisory/Mentor Teachers:

Reports to: Executive Director

Supervises: Assistants, Substitutes, Work-Study students, volunteers

- Perform all the regular duties of a Prism Education Center Teacher as listed in Teacher job description below
- Set specific curricular goals for the school along with other Supervisory Teachers and Executive Director
- Develop, with other Supervisory Teachers and Executive Director, a systematic professional development program aimed at meeting specific, school-wide curricular goals.
- Provide coaching, mentoring, and support for teachers under their supervision.
- Conduct staff meetings with cluster groups.

Qualifications: Minimum requirements: Bachelor's Degree and no less than three years teaching experience; preferred requirement: Master's Degree in Education and no less than 5 years teaching experience.

Fine Arts Instructor/After School Coordinator:

Reports to: Executive Director

- The responsibility of the Full Time Fine Arts Instructor (FAI) is two-fold. First the FAI must coordinate with arts education organizations including Suzuki School of Music and the University of Arkansas Fine Arts Department and all other agencies that contribute to the Fine Arts Program either on volunteer or payment basis in order to develop developmentally appropriate Fine Arts Program that addresses the Arkansas Curriculum Frameworks for Fine Arts.
- The Fine Arts Coordinator will be directly engaged in teaching Arts Education in the school.

- The Fine Arts Instructor will serve the dual role as the After School Coordinator ensuring that proper policies and procedures are followed during the after school program.

Qualifications: Minimum-Bachelors Degree in Fine Arts; Preferred-Bachelors Degree in Fine Arts Education

Special Education Teacher:

Reports to: Executive Director

The Special Education Teacher will oversee the Special Education Program at Prism Education Center.

- Ensure-along with school administration and other teachers-that every child has access to free appropriate public education in the least restrictive environment.
- The Special Education teacher will be responsible for ensuring documentation, services, evaluations, individualized education programs, and facilities are in compliance of IDEA including.

Qualifications: Bachelors Degree and Special Education Licensure.

School Nurse:

Reports to: Executive Director

- The school nurse will be responsible for administering screenings, maintaining documentation, and maintaining confidential health records for each child in the Prism Education Center school system.

Qualifications: Must be a certified Nurse in the State of Arkansas. School nurse will be maintained on a part time basis (from 9 AM -2 PM with on call status until sufficient need arises for full time schedule.)

School Based Mental Health Professional:

Reports To: Executive Director

Position Objective: To provide School-Based Mental Health Services

- Provide individual, group, and/or family therapeutic intervention services as needed.
- Work the schedule of the assigned school system.
- Maintain all required documentation that supports the clinical services provided and applicable billing requirements.
- Ensure security of records and maintain confidentiality.
- Participate in relevant staff meetings at Prism Education Center.

Qualifications: Current licensure as a Mental Health Professional in the state of Arkansas.

School Based Case Manager

Position Objective: The School Based Case Manager assures that students eligible for Medicaid and qualifying for one or more additional services receive services needed. Ensures that all

assessments done across service agencies are coordinated, that plans are based on these assessments and executed by brokering necessary services.

- Monitor and coordinate delivery of necessary evaluations and assessments (i.e. psychiatric, medical, vocational, educational)
- Coordinate and participate in the development of an individualized comprehensive service plan
- Provide coordination, assistance, and access to crisis intervention and stabilization services
- Review and monitor services and activities or reassess needs specified by the service plan
- Secure formal and informal community resources on behalf of a client
- Assist the child/family in increasing social support networks
- Maintain relevant documentation and provide statistical information.

Qualifications: Minimum requirement-Bachelors Degree.

Maintenance/Custodian: Ensure building is maintained and kept orderly. This is a full time position. A part time position may be created to provide assistance to the full time maintenance person.

Qualifications: GED or High School Diploma.

Food Service Coordinator: Ensure food is transported from catered location to Prism Education Center and appropriate temperatures are maintained throughout serving schedule. Ensure, along with custodian, cafeteria cleanliness is maintained in accordance with Health Department Regulations. This is a full-time position. Maintain food production records and logs and all necessary documentation as required by the Child Food Nutrition Program.

Qualifications: GED or High School Diploma and appropriate professional development and certification.

<u>Position</u>	<u>Number</u>	<u>PTE/FTE</u>
Director	1	1.0
Business Manager	1	1.0
Administrative Assistant	1	1.0
Teachers	12	1.0
Special Education Teacher	1	1.0
After-School/Fine Arts Coordinator	1	1.0
Part Time Fine Arts Instructor	1	0.5
School Based Mental Health Professional*	1	1.0
School Based Case Manager*	1	1.0
School Nurse	1	0.5
Food Service Coordinator	1	1.0
Maintenance	2	1.5
Total Staff	24	

*These services offered at the expense of Vista Health Services.

13. 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.

The business office activities and personnel will be under the supervision of the Executive Director. The business office staff will work as a team to maintain student records, conduct daily business, prepare required reports, pay school bills, greet and take care of student/parent/teacher needs, answer phones, manage inventory and keep financial records. The office staff includes: a General Business Manager and an Administrative Assistant whose job descriptions were listed above.

The General Business Manager (GBM) is responsible for the fiscal operations of the open enrollment charter school and performs his/her duties under the direction of the Executive Director. This must be a person other than the Executive Director and not considered an “interested person” in relation to the Executive Director. Specific qualifications and duties of GBM are listed in part 12 of application.

Monthly budget will be posted on-line and on a public bulletin board in the school. Translated copies of all documentation posted will be made available as need arises due to the presence of non-English speaking individuals. Both monthly and annual budget will be made available through other means to the general public upon request. Annual budget will be posted online and will be presented and explained at Annual Meeting mentioned in part 10. This information will also be made available to general public through other means upon request.

The budget calendar by which the board will adopt an annual budget follows:

July	Budget Year Begins
September	Quarterly revision—to incorporate accurate revenue and enrollment figures Budget Revision Submitted to the Board
October	Enrollment Projections Made Staff Needs Projections Program Changes and Addition Projections Facilities Needs Projections Annual Public Meeting Held-Stakeholders Concerns Voiced
November	Staff Requisitions Made Capital Outlay Preliminary Requests
December	Budget Revisions (Presented to Board) Central Staff Sessions on Needs Maintenance and Operations Requests
January	Rough Draft of Needs Budget
February	Meet with Staff to Establish Priorities Citizen/Stakeholders Committees’ Reports and Reviews Central Staff and Board of Education Budget Sessions
March	Budget Revision (Present Budget)
April	Working Budget Draft Meet with Staff and Community Groups to Revise Working Budget

May	Final Draft of Working Budget
June	Budget Hearings and Adoption of Working Budget

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted.

Prism Education Center will comply with all aspects of Arkansas Public School Law and in accordance with Arkansas Department of Education Rules and Regulations Governing Audit Requirements for School Districts the accounts Prism Education Center shall be audited annually by the Division of Legislative Audit. The findings of annual audit will be included in Annual Report mentioned in Section 10 of this charter.

15. Provide a statement that the public 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.

Prism Education Center will participate and comply in the Arkansas Public School Computer Network (APSCN) for reporting financial and student data, as required by state statute or by State Board of Education Rule.

16. Describe the facilities to be used.

The proposed facility is located at 3162 West Sixth Street (also known as Martin Luther King Blvd) in the south part of Fayetteville. According to the school zone map on the Fayetteville Public School website, this building is located in the Owl Creek School zone—the lowest performing school with the second highest FRLP participant rate.

The leased facility is part of a strip-mall type building that is new and has yet to be “finished-out” on the inside. The strip mall was finished and prepared for lease in 2006 and has been vacant. The Lessor has agreed to “finish-out” the building according to a mutually agreed upon design between Prism Education Center, the Lessor, and all regulating agencies, both state and local. This design will meet health, fire, and safety codes as well as State and Local Regulations for the proposed use of school. The upgrades will be performed at the Lessor’s expense.

Should the charter be approved for the 2010-2011 school year, 6,000 square feet will be leased by the school. The Lessor has agreed to hold the adjacent 4,000 square feet of space for the school and “finish-out” that portion of the building according to a mutually agreed upon design between Prism Education Center, the Lessor and all regulating agencies, both state and local for the following school year (2011-2012) should the proposed charter school meet growth expectations listed in Section 6 of this Charter Application. The Lessor has agreed not to charge for the reservation of the adjacent space.

Two separate lease agreements have been prepared using the Lease Agreement in this Charter Application and are attached to this application. The first is for the initial use of 6,000 square feet and will be signed should the charter be approved in November. The second is for an additional 4,000 square feet of space and will be signed the following year. Both leases expire June 30, 2015 and renewal of lease is contingent upon renewal of Charter Application at that time. Also

attached is an Open Enrollment Public Charter School Facilities Utilization Agreement and Lease Agreement signed by Lessee and Lessor.

The cost of the building is a very competitive rate of \$12 per square foot per year. At this price the facility will be leased for \$6,000/month for 6,000 square feet the first year and upon signing the lease for the additional square footage, \$10,000/month for 10,000 square feet the second year.

As written in the Lease Agreement, Lessor will assume responsibility for the exterior maintenance of building. Lessor shall maintain the exterior walls, wiring, plumbing, doors and roof of the structure upon the leased premises, in a reasonable state of repair and shall make such repairs to the surface of the parking area as may be required to keep and maintain the same in a good and tenantable condition. Lessor shall maintain the heating and air conditioning equipment, all at Lessor's expense. Lessee will be responsible keep the interior of the building, including interior walls and doors and window and door glass, in good repair. Lessor assumes responsibility for taxes and property insurance. Lessee assumes responsibility for content insurance and utilities.

There is no relationship between the property owners, Mathias Shopping Centers, Inc. and the Fayetteville Public School District, the employees of the Fayetteville Public School District, the board members of Prism Education Center, or the employees, director or administrator of Prism Education Center.

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). There are no alcohol sales or adult novelty stores within 1000 feet of the building.

The building has been zoned as a conditional use for an educational facility (Attachment 8) and will go before the Fayetteville Planning Commission on October 13 to determine final approval.

17. Describe the manner in which the school will make provisions for the following student services:

A) Guidance Program

Vista Health Services, a mental health facility that provides comprehensive behavioral medicine and psychological services, will provide at their expense a school based mental health professional as well as a school-based case manager. Job Descriptions for these positions are found in previous sections of this application. (See attached Letter of Support from Vista Health Services.)

B) Health Services

The proposed school plans to employ a part time nurse from the hours of 9AM to 2PM. In addition to these hours, the nurse will be available on an "on-call" basis between the hours of 8-5.

C) Media Center

The school will provide a literacy rich environment with classroom libraries and limited supplemental visits to the Fayetteville Public Library. Each student will have access to a school

based media center with at minimum one printer and up to 25 computers. Additionally, each classroom will have access to a flip-cam and a digital camera.

The project based science program will integrate technology by using programs that provide opportunities for inquiry-based learning. Technological resources will be used to make valued connections between math and science by allowing students to apply critical-thinking skills to information and knowledge. This will be done using programs that enable the students to practice necessary skills such as analysis, organization, synthesis, evaluation.

Technology will be integrated into the project-based social studies program. Students will be given an opportunity to consider diverse and global perspectives through online streaming, books, and magazines. Students will connect to students from other parts of the state and potentially even beyond the state through supervised online meetings to discuss, for example, a predetermined book as part of an online book club. The Middle School students will participate in National Competitions such as the C-SPAN Documentary contest held annually to reinforce information learned through Social Studies curriculum.

Technology can also be utilized to reinforce the skills learned in Literacy Program. Not only can computers be used to write reports, but also to create opportunities for students to make connections to topics chosen for the Writing Workshop curriculum. Through online streaming, magazines, newspapers, and potentially even the utilization of Direct TV's free satellite program for schools, curriculum can be aligned to create multi-disciplinary connection. The literacy program may be strengthened through in-classroom learning stations that provide students with books on CD and headphones to reinforce literacy skills.

Future plans may include providing a (mini) laptop for each middle school student to utilize once the school is established in order to strengthen the integration of technology in the classroom.

The school will develop these goals by financially prioritizing technological upgrades each year. Title I funds will be used to supplement the classroom curriculum through an integrated technology component once those funds are established and consistent in the second year of school. Additionally, grants will be sought out to fund technology tools such as interactive whiteboards and larger numbers of computers. The Board will determine a set amount of the school budget to set aside for technological upgrades annually.

While the requirement for a Media Center Specialist waiver has been requested, the school will encourage at least one individual to take a leadership role in the area of Media Services. The school will provide financial incentives in the form of a Stipend to a teacher of the proposed charter school who chooses to obtain required certification in this area upon completion of certification.

D) Transportation

The school will collaborate with Ozark Regional Transit (ORT) and Razorback Transit to provide transportation to students along these bus routes. ORT has agreed to charge a reduced fee for students from Prism and provide free transportation in the summer months. The requirements for bus drivers from both organizations meet or exceed that of School Bus Drivers. ORT also has seat belts.

E) Special Education

To ensure that all children with disabilities attending Prism Education Center (hereafter known as the District) have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living:

The District will follow the rules and regulation of the Arkansas Department of Education (ADE) as it applies to children with disabilities in the following areas: Child Find Requirements, Referral, Free Appropriate Public Education, Evaluation Eligibility Criteria, Reevaluations, Individualized Education Programs, Due Process, Discipline Procedures, State Complaint Procedures, Least Restrictive Environment, Surrogate Parents, Confidentiality, and Direct Service.

F) Alternative Education: A waiver has been requested for Alternative Education.

G) Gifted and Talented Program: A waiver has been requested for the Gifted and Talented Program

18. Describe the manner in which the school will make provisions for food services.

All children will be provided meals that are prepared in accordance with USDA Food Program Guidelines. The Free and Reduced Lunch Program will be implemented. During enrollment, poverty levels will be established through the use of the standard form provided by the Child Nutrition Program (USDA). The students who qualify for the Free and Reduced Lunch Program will in no way be publicly identified.

Lunch Byte Systems software will be utilized to generate daily, weekly and monthly financial reports for the school lunch program. Each child will be given a card to scan as students come through the lunch line which will electronically submit their information to the Lunch Byte System program. This will enable the Child Nutrition Director to maintain accurate records for counting and claiming meals at the point of services. All students will receive the exact same meal.

A Child Nutrition Director will be employed by the school to manage the school food program operations. A one month menu cycle will be prepared complete with production logs for each menu. An off-site catering company will be secured who will agree to prepare menu as listed in Menu and Production Log.

The catering company will sign contract prepared by USDA Child Nutrition Program and supplied to charter schools upon request and will meet all requirements listed in contract.

The Child Nutrition Director will be responsible for maintaining Health Department Approval and meeting Safety and Sanitation requirements at the site of service. Additionally the Child Nutrition Director will be responsible to ensure serving procedures maintain safety and sanitation.

19. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

Parent/Guardians are invited to participate in a Parent-Teacher Alliance (PTA) to provide input on topics being discussed. Meetings will be held monthly and hosted by a different grade. These meetings will be designed to allow a collaborative environment for both parents and teachers in the development of the program of the school. Parents will always be given an opportunity to

provide feedback or voice concerns. All concerns parents voice will be handled with respect and presented to the Board of Directors at the next Board meeting.

Lesson plans will be posted in visible and accessible location for parents. Student goal sheets will be sent home weekly for parents to view. Volunteerism will be requested and publicly recognized. Teachers will keep a running list of simple tasks with which they need assistance posted (such as laminating, copying, cutting items out, etc.) for parents to see.

An annual report and an annual meeting will be held as mentioned in section 10 of this charter application.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the State Board of Education rules, including sections of the *Standards for Rules* as allowed, established by the State Board that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

In order to maintain the flexibility necessary to provide the educational program detailed in section 6 of this application, waivers for the following Rules, Standards, and/or Laws are requested.

A.C.A. 6-16-102	School Day
A.C.A. 6-10-106	Uniform Dates for Beginning and End of School
A.C.A. 6-16-124	Arkansas History <i>Arkansas History will be incorporated into the curriculum, but not necessarily through dedicated courses.</i>
A.C.A. 6-17-807	Additional Days
A.C.A. 6-17-111	Duty-Free Lunch Period
A.C.A. 6-17-114	Daily Planning Period
A.C.A. 6-18-502	Student Discipline Policies
A.C.A. 6-18-503	Written Student Discipline Policies Requirement
A.C.A. 6-18-504	Compliance with Arkansas Student Discipline Policies
A.C.A. 6-18-508	Alternative Learning Environment
A.C.A. 6-18-1009	Career Development
A.C.A. 6-25-101 et seq.	Public School Library Media and Technology Act
Standards IV: Section 9.03.3.11	Arkansas History

Standards V: Section 10.02	Class Size and Teaching Load
Standards V: Section 10.05	Extracurricular Activities
Standards V: Section 10.06	Requirements for Participation in Extracurricular Activities
Standards XIII: Section 18.0	Gifted and Talented Education
Standards XIV: Standard 19.0	Supplementary Educational Opportunities

ADE Rules Governing Purchasing of Instructional Materials

ADE Rules and Regulations to Implement the Appropriation for the Students at Risk, K-3

ADE Rules Regulating Common Core System

In order to ensure stable leadership which holds the same vision that is consistent with that which is written in this charter Prism Education Center desires to have a self-appointing, perpetuating Board. Waivers for the following rules, standards, and/or codes are requested.

A.C.A. 6-13-608	Length of Director's Terms
A.C.A. 6-13-611	Vacancies Generally
A.C.A. 6-13-616	Qualifications of Directors
A.C.A. 6-13-630 et seq.	Applicability of General Election Laws

The proposed school requests to reserve the option of hiring highly qualified teachers, administrators, and support staff regardless of licensure status, as provided by regulatory guidance for charter schools under No Child Left Behind. Given that the school's charter may be revoked for nonperformance, the school wishes to reserve the same right for the timely dismissal of employees who are impeding the academic progress of students. The school intends to provide compensation that is competitive with other local public and private schools. However it reserves the right to determine specific salary schedules. A teacher who seeks employment with the school is assumed to have given tacit approval for participation in compensation plan. Therefore, waivers for the following rules, standards, and/or codes are requested.

A.C.A. 6-15-1004	Qualified Teachers in Every Public School Classroom
A.C.A. 6-17-201	Personnel Policy Requirement
A.C.A. 6-17-203	Committee for Each School District
A.C.A. 6-17-301	Employment of Certified Personnel
A.C.A. 6-17-302	Public school principals-Qualifications and responsibilities
A.C.A. 6-17-309	Certification - Waiver

A.C.A. 6-17-401 et seq.	Teacher's license requirement
A.C.A.6-17-418	Teacher certification-Arkansas history requirement
A.C.A.6-17-902	Definition of a Teacher
A.C.A.6-17-1501 et seq.	Teacher Fair Dismissal
A.C.A.6-17-1701 et seq.	Public School Employee Fair Hearing Act
A.C.A. 6-5-307(d)	Classroom Teacher Salary Requirement
A.C.A.6-17-2301	Requirement of Written Personnel Policies Including Classified Salary Schedule
A.C.A.6-17-2302	Business Managers
A.C.A.6-17-2403	Minimum Teacher Compensation Schedule
A.C.A.6-17-919	Warrants Void without Valid Certificate and Contract
A.C.A.6-25-101 et seq.	Public School Library Media and Technology Act
Standards X	Personnel: Specifically Section 15.01 (School District Superintendent), Section 15.02 (Principals), Section 15.03 (Teacher Classroom and Licensure Sections)

ADE Rules Governing Highly Qualified Teachers

ADE Rules Governing Physical Education Course Credit for Organized Physical Activity Course

ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ADE Rules Governing Teacher Classroom and Licensure

ADE Rules Governing Certified Staff Salary Schedules

ADE Rules Governing Teacher Evaluation

ADE Rules Governing Waivers of Minimum Salaries for Certified Personnel

ADE Rules Regulating Visual Art and Music Instruction

ADE Rules Regarding Nutrition and Physical Activity Standards

Act 847 of 2007 Concerning Public School Certified and Classified Employee Alternative Pay Programs

The intent of these following rules, laws, and/or standards may be met through cooperative and/or contractual agreements with mental and physical health providers, libraries, and museums in the community.

Standards XI Support Services: Specifically 16.01.3 (Counselor),
16.02.3 (Library Media Specialist) and 16.02.4
(School Media Collection)

Standards: Section XVI Auxiliary Services

ADE Rules Governing Public School Student Services

ADE Rules Regarding Eye and Vision Screening

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

Ark. Code Ann. §6-23-106: Desegregation Analysis

The Prism Education Center applicant's proposed school will be located within the Fayetteville School District. As required by Ark. Code Ann. §6-23-106(a), the following information is being presented to the State Board of Education (SBE) for its consideration and review. As previously stated by the Arkansas Department of Education (ADE) and the Arkansas Attorney General's Office (AG), §6-23-106(a) requires that the applicant for a charter school, the board of directors of the school district in which a proposed charter school would be located and the SBE carefully review the potential impact of an application for a charter school on the efforts of a school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. §6-23-106(c) states that the SBE shall not approve any charter school which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in the state. In addition to the aforementioned statutory requirements, the ADE and AG have previously opined that the SBE "must be cognizant that it may not approve any proposed charter school application with the purpose or intent to create racially segregated schools."

I.) 6-23-106(a) Prism Education Center's Impact on District's Ability to Comply with Court Order:

(DeJure Segregative Analysis) Based on the lack of response to an Arkansas Freedom of Information Act (FOIA) request submitted to the Fayetteville School District (see Attachment 9 FOIA Request and Attachment 10 Certified Mail Receipts for said request) and the attached response from Springdale School Districts (Attachment 11), and based on findings of the Arkansas Attorney General's Office dated June 30, 2008 and the Arkansas Department of Education dated October 30, 2008 (see Attachment 12), we are unaware of any prior or pending desegregation court orders or any U.S. Department of Education, Office of Civil Rights, administrative orders concerning the desegregation of either the Fayetteville or Springdale School Districts. Therefore, the proposed Prism Education Center open-enrollment charter school should have no negative impact on the ability or the

efforts of the Fayetteville, Springdale or other school districts in Washington County to comply with any existing court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

II.) 6-23-106(c) Whether Prism Education Center Hampers, Delay or Negatively Affects:

(De Facto Analysis) As to whether the proposed charter school hampers, delays, or in any manner negatively affects the desegregation efforts of the Fayetteville and Springdale School Districts, please note that for the 2008-2009 school year the enrollment for the school districts which the applicant lists as districts affected by its proposed school are as follows:

Name	Total Student Population	Asian	Black	Hispanic	Native	White
Fayetteville	8512	350	971	793	114	6284
Springdale	17429	1417	410	7100	109	8393
TOTAL	25,198	1767	1381	7893	223	14,677
		(6.8%)	(5.3%)	(30.4%)	(<1%)	(56.7%)

No school district in Washington County has been determined to be segregated and, therefore, has no remedial court authority or requirement to desegregate or have students assigned based on race. Furthermore, there can be no certain enrollment data for the proposed Prism charter applicant at this time as student enrollment is speculative to the future date of enrollment. Therefore, the Prism open-enrollment charter application cannot be determined to hamper, delay or in any way negatively affect the desegregation efforts of the Fayetteville, Springdale or any other school district in Washington County.

(Intent Analysis) As to intent, both the ADE and the AG have previously advised the SBE that, "...[T]he State Board must be cognizant that it may not approve any proposed charter school application with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation – that is, stated simply, a current condition of segregation resulting from intentional state action directed specifically to the [allegedly segregated] schools. *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation...is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

Clearly, Prism, in this application, states that it will comply with all federal and state laws concerning enrollment in a public school and in particular those laws specific to enrollment in a

public charter school, specifically Ark. Code Ann. §6-23-306(6)). Furthermore, this Prism application provides that in the event there is an oversubscription of students to attend the Prism open-enrollment charter school, the school will comply with Ark. Code Ann. §6-23-306(14)(B) and apply a random anonymous student selection methodology. Furthermore, while Prism will focus recruitment efforts toward high poverty students and realizes that poverty has a disproportionate impact on minorities in general, Prism also recognizes that no particular race of students has exclusive claim to poverty status and Prism realizes it cannot exclude any student that may wish to attend Prism charter school due to race, gender, ethnicity or any other prohibited reason. Finally, we also realize that neither the SBE nor Prism Charter School may exercise any form of weighted lottery student selection enrollment process nor may the state apply any form of race-based student assignment plan to this or any other public school not directly approved by a court order or administrative order pursuant to Ark. Code Ann. §6-23-306(14)(c). As a result, no conclusion may be inferred or drawn against the SBE or Prism Charter School that there exists any intent to create or establish a public school, by way of this application or in practice, that has a purpose or intent to create a racially segregated public school or likewise impact other public schools.

For the reasons stated above, this application should be approved as to the required analysis pursuant to Ark. Code Ann. §6-23-106.

Attachment 1: Public Hearing Agenda



Public Hearing, Prism Education Center

Springdale, AR

July 21, 2009

Agenda

Welcome	Kristie Spielmaker
Shift Happens Video	Video
Power Point Presentation	Misty Newcomb
Questions and Feedback	Misty Newcomb, Kristie Spielmaker



Public Hearing, Prism Education Center

Fayetteville, AR

July 28, 2009

Agenda

Welcome	Kristie Spielmaker
Shift Happens Video	Video
Power Point Presentation	Misty Newcomb
Questions and Feedback	Misty Newcomb, Kristie Spielmaker



Community Awareness Night Sign-In

	Name	Email	Phone
1	Kathy Petron	Kathy-petron@hcsdmail.com	(918) 252-8644
2	Josh Spielmaker	josh.spielmaker@tcnwa.org	(479) 422-4674
3	Jessica Lewallen	jessjlew77@gmail.com	479-409-4846
4	Jonathan Rose	Jonathan+rose@gmail.com	479-234-1226
5	Caleb Rose	caleb.p.rose@gmail.com	(717) 404-3186
6	Joseph Paul Clifton	Joseph.Clifton@clifton.net	(870) 416-2080
7	Diane Schult	dianeschultz@windstream.net	871-6807
8	Steve Schult	dschult282@aol.com	871-6795
9	CLAY NEWCOMB	clay.newcomb@TCNWA.com	790-9362
10	Michael Schult	reflex2@aol.com	879-6386
11	Roy Wakefield	claywks10@Aps.com	416-7699
12	Jennifer Spence	zekeardjen@yahoo.com	619-8271
13	Jennifer Moffitt	infojennifer@gmail.com	790-4440
14	Shena Smith	shenablessingsera@gmail.com	(870) 414-1034
15	Rachel Wall	rachel.wall@tcnwa.org	479-234-1132
16	Brittany Rose	bdrose07@yahoo.com	479-234-1132
17	Nicole Lyons	---	479-502-2196
18	Perla Soto	---	479-871-0285
19	Cassie Shreve	Cassieshreve@gmail.com	479-445-3653
20	Zach Newcombs	Zach.newcombs@gmail.com	856-2602
21	Jason Newcombs	Jason.newcombs@gmail.com	856-2601
22	Mary F Webster	Mary.Webster@TCNWA.org	305-0956
23	John P. Webster	john.webster@tcnwa.org	305-0855
24	Fidel Flores	---	502-0792
25	Teresa Pacheco	---	502-5519
26	Soledad Ruiz	S.MILLEY4U@YAHOO.COM	502-1660
27	Maria Ayres	maryk751@gmail.com	443-5243
28			



Community Awareness Night Sign-In

	Name	Email	Phone
1	Diane Schulte	dianeschulte@windstream.net	871-680
2	Tyler Newcomb	tnewc@gmail.com	479-243-8629
3	Alexandra Encinas	alexencinas124@yahoo.com	479-459-1768
4	Joseph Clifton	walks.like.beer@gmail.com	870-416-2030
5	Mike Schutte	rottech2@aol.com	479-829-4398
6	Jennifer Moffitt	info4jennifere@gmail.com	790-8066
7	CLAY NEWCOMB	clay.newcomb@gmail.com	790-9362
8	Jonathan Rose	Jonathan.Rose@terc.org	479-234-1226
9	Sarah Denison	rice.denison@gmail.com	479-445-4997
10	Tyrel Denison	tyreldenison@gmail.com	479-445-3816
11	Brandy Irish	brandyirish@yahoo.com	479-833-6881
12	CHRISTIAN RUBY	Rubysharon@yahoo.com	479-747-9757
13	Kara Tribarren	kiribarren22@yahoo.com	479-821-9206
14	Jessica Lewallen	jlew77@gmail.com	479-409-6846
15	Mary Webster	heirmf@aol.com	479-305-0956
16	John P. Webster	John@johnwebster.biz	479-305-0855
17	GARY MOORE	garym16@cox.net	479-466-8535
18	Colin P. Rose	rosepuerK.edu	(717) 404-3186
19	Dingyi	eddyingi@yahoo.com	(417) 403-0166
20	Terrill Spencer	acrossthecreekfarm@gmail.com	479-601-5390
21	Jessica Newcomb	jessnewcomb@gmail.com	(479) 856-2601
22	Carla Spencer	carla.d.spencere@gmail.com	479-225-6428
23	Rachel Thompson	rachel.kathryn.thompson@gmail.com	(479) 858-257
24	Jared Lett	jaredlett@gmail.com	417-499-7923
25	Lacey Lett	lacey.s.lett@gmail.com	417-629-4439
26	Sean Carney	sdcap7@gmail.com	417-850-7414
27	Ashlea Ledbetter	zoahobbeslaure@yahoo.com	479-444-7045
28	Rachel Wall	beautyforashers13@gmail.com	501-317-0755

29	Shirley Simon	sheartblessings.simon@gmail.com	(870) 414-1031
30	Beka Smith	Beka JF Smith@gmail.com	779-527-9311
31	Mario Quessada	MARIO QUSSADA 9039 6241	305-587-7114
32	MARY SANCHEZ		479-986-9146
33	Rose Netherland	lowlandflower@gmail.com	200-1595
34	John Olive O'Brien	boom.orang@yahoo.com	444-6291
35	Marlene Zehel	Marlienz@aol.com	474-957-6398
36	Jason Zehel		
37	KELVIN BLEWETT Chambers	NHISTIMAGE1@BBG.com	479-287-4252
38	Zach News	Zach.news@gmail.com	856-2602
39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			
51			
52			
53			
54			
55			
56			
57			
58			
59			
60			
61			

ball coach as a man of faith who believed in leading by example.

Family, friends and former players packed into a church, community center and parking lot for the funeral for Ed Thomas, the 58-year-old longtime coach at Aplington-Parkersburg High School who was gunned down Wednesday in the school weight room.

Pastor Brad Zinnecker of First Congregational Church said the huge turnout was a testament to Thomas' faith. "They recognized a man after God's own heart," Zinnecker said. "His personal life and public life were one and the same."

The number of mourners easily topped the roughly 1,800-person population of Parkersburg as people filled the First Congregational Church, watched a broadcast of the funeral in the community center and spilled into a parking lot to listen to the service.

Thomas worked as a head coach for 37 seasons — 34 of them at Aplington-Parkersburg. He was named the NFL's 2005 high school coach of the year and over his career amassed a 292-84 record and two state titles.

Authorities have charged Mark Becker, a 24-year-old former player at Aplington-Parkersburg, with first-degree murder.

Councilman resigns after bribery plea

DETROIT — City Councilman Monica Conyers resigned from office Monday, days after admitting in court that she accepted bribes from a company in exchange for her vote on a lucrative city sludge-treatment contract.

Conyers, the wife of powerful Democratic congressman John Conyers who was voted into office in 2005, submitted her resignation in a letter to the city clerk's office Monday. It will take effect next week.

Monica Conyers did not immediately respond to a phone message seeking comment Monday.

She pleaded guilty to federal bribery charges Friday and faces up to five years in prison and a \$250,000 fine when she is sentenced.

— COMPILED FROM ARKANSAS DEMOCRAT-GAZETTE PRESS SERVICES

Attachment 3: Public Hearing Advertisement

ing to solve the problem as they do on floor drills, we'd be a lot closer to a deal."

California, its economy equal to the eighth largest in the world, will likely run out of cash in July after the national recession sapped expected tax revenue by more than 20 percent in the fiscal year that ends today.

Democrats, who control the Legislature, are at an impasse with Republicans and Schwarzenegger over whether to make up the difference with spending cuts or tax increases. Absent a fix by today, the state will begin on Wednesday to issue IOUs to pay about \$3 billion of its bills.

"We are facing the real prospect of running out of cash here in California," said Assemblyman Chuck DeVore, an Irvine Republican. "What we are dealing with here is an utter lack of compromise."

Republicans argued that the measures violate California's constitution, which requires all taxes be approved by a two-thirds vote.

The impasse, combined with the severity of the decline in the state's economy, led Fitch Ratings on June 25 to lower California's credit rating to A- from A.

California 5 percent tax-exempt bonds due in 2037 sold in a \$1 million-plus block last week at about 83.5 cents on the dollar to yield 6.25 percent, according to Municipal Securities Rule-making Board trade data. That's

ing plan, California Controller John Chiang and Treasurer Bill Lockyer have said, the state will have difficulty securing the short-term loans it needs to fund the government until the bulk of tax collections come in later during the fiscal year.

Chiang is preparing to begin issuing IOUs to pay the approximately \$3 billion in debt beginning July 2 absent an agreement in the Legislature. It would be only the second time since the Great Depression that the state has paid its bills with IOUs.

Last week, Democrats tried to push through a stopgap measure that would have delayed payment of some bills until later in the year or into the next fiscal year as a way to avoid the need for IOUs.

The measure passed in the Assembly with Republican support. It failed in the Senate after Schwarzenegger said he would veto the bill, telling lawmakers that it didn't solve the underlying problem.

The IOUs, known as "registered warrants," would be given to landscapers, carpet cleaners, construction firms, food-service companies and other vendors. They would pay an interest rate of as much as 5 percent, which state law mandates. California last issued the IOUs in 1992 when lawmakers and then-Gov. Pete Wilson deadlocked on a budget for 61 days past the start of the fiscal year.

N.J. Governor

Plan raises taxes, trims

BY TERRENCE DOPP
BLOOMBERG NEWS

TRENTON, N.J. — New Jersey Governor Jon Corzine signed a \$29 billion budget Monday that raises taxes on the wealthy, increases levies on cigarettes, wine and liquor, and implements worker furloughs and wage freezes to help slash spending.

The plan, enacted ahead of the July 1 constitutional deadline, is \$4 billion smaller than this year's. The governor, a first-term Democrat seeking reelection in November, said he trimmed spending the most in state history to balance the budget as the U.S. recession erodes tax collections.

"You can only spend as much as you take in. We had \$5 billion less in taking in over the last year," Corzine, 62, said Monday in a news conference outside the Statehouse in Trenton. "The budget choices I've made may not always be popular in the moment, but they've been responsible."

Corzine and Democratic lawmakers called a week-long halt to the budget process hours before a planned vote June 18 when he announced that a tax-

an
fore
but
the
am
lea
stat
day
\$52
exy
the
ert

NOTICE OF PUBLIC HEARING

PRISM EDUCATION CENTER

Will hold Public Hearings to allow interested persons to comment on the proposed open enrollment charter school in Washington County.

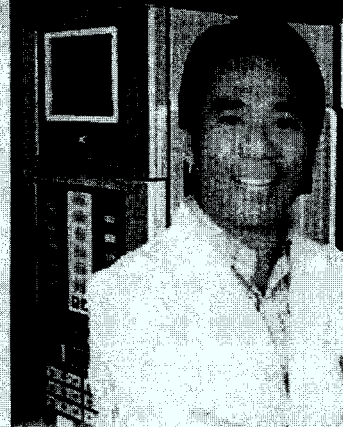
July 21, 2009 from 6:30-7:30 PM

The Jones Center for Families
922 East Emma Avenue
Springdale, Arkansas
Room #226

July 28, 2009 from 6:30-7:30 PM

Fayetteville Boys and Girls Club
560 N Ruppel Rd Fayetteville, Arkansas
Room #103

SPINAL D DRX9000



www.nwaorthosp



MO
Ortho

Attachment 4: Advertisement Invoice

ADVERTISING
INVOICE/STATEMENT

1 NW ARKANSAS DEMOCRAT-GAZETTE
PO BOX 1607
FAYETTEVILLE, AR 72702
(479) 442-1700

4 BILLING DATE	5 TERMS OF PAYMENT	3 INVOICE NO.	PAGE
07/31/09	08/15/09	181231	1
9 ADVERTISER/CLIENT NAME			

2 PRISM EDUCATION CENTER
C/O ACCTS PAYABLE
258 BULLARD RD
WEST FORK AR 72774

7 BILLED ACCOUNT NO.	8 ADV./CLIENT
1632421	
5 BILLING PERIOD	
07/01/09 07/31/09	
ADVERTISING DEPARTMENT	
RETAIL DISPLAY	

10 DATE	DESCRIPTION	CLASS/TYPE	15 DIMENSIONS	16 TERMS	17 BILLED UNITS	18 U/M	19 RATE	20 AMOUNT
06/30/09	BALANCE FORWARD							426.56CR
07/05/09	ADJ CLR							0.32
07/16/09	ADJ CR BK TO CC							106.62
PUBLICATION: NORTHWEST ARK DEMOCRAT GAZETTE								
07/07/09	notice of public h	rop	2x4.00	1	8.00in	13.320		106.56
07/14/09	notice of public h	rop	2x4.00	1	8.00in	13.320		106.56
07/21/09	notice of public h	rop	2x4.00	1	8.00in	13.320		106.56
Publication Totals:								\$319.68

24 AGING	23 AMOUNT
JUNE	0.06
MAY	
APRIL	
OVER 3 MONTHS	
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00

THANKS FOR ADVERTISING IN THE NW ARK DEMOCRAT-GAZETTE!
DIRECT BILLING QUESTIONS TO: 479-571-5466 OR 888 803 8144.

P.O. BOX 1607
BUSINESS OFFICE - RETAIL DISPLAY
FAYETTEVILLE, AR 72702

27 BILLED ACCOUNT NAME
PRISM EDUCATION CENTER

26 BILLED ACCOUNT NO.	4 BILLING DATE	3 INVOICE NO.	25 TOTAL AMOUNT DUE
1632421	07/31/09	181231	0.06

TS

COPY

TO INSURE PROPER CREDIT, PLEASE DETACH AND RETURN WITH YOUR PAYMENT

Attachment 5: Public Hearing Superintendent Letter

Misty Newcomb
Prism Education Center
258 Bullard Road
West Fork, AR 72774
(479) 790-9352
prism.education.center@gmail.com

July 1, 2009

Fayetteville Public Schools
Mrs. Vicki Thomas, Superintendent
Members of the Board of Directors
1000 W. Stone Street
Fayetteville, AR 72701

Dear Mrs. Thomas and Members of the Board of Directors:

Prism Education Center is a proposed open enrollment charter school that is being planned for Northwest Arkansas. This letter is to notify you of the following Public Hearings that Prism will conduct in the near future:

July 21, 2009 from 6:30-7:30 PM
The Jones Center for Families
922 East Emma Avenue
Springdale, Arkansas
Room #226

~~~~~  
July 28, 2009 from 6:30-7:30 PM  
Fayetteville Boys and Girls Club  
560 N Ruppel Rd  
Fayetteville, Arkansas  
Room #103

Cordially,



Misty Newcomb, Director  
Prism Education Center

MN/ts

7009 0820 0001 9647 8504

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**ELKINS AR 72727**

|                                                |           |               |
|------------------------------------------------|-----------|---------------|
| Postage                                        | \$ \$0.44 | 0771          |
| Certified Fee                                  | \$2.80    | 01            |
| Return Receipt Fee (Endorsement Required)      | \$2.30    | Postmark Here |
| Restricted Delivery Fee (Endorsement Required) | \$0.00    |               |
| Total Postage & Fees                           | \$ \$5.54 |               |

07/08/2009

Sent To: **Elkins Public Schools**  
**Mike Harris, Superintendent**  
**Members of the School Board**  
**349 North Center**  
**Elkins, AR 72727**

PS Form 3800, A

7009 0820 0001 9647 8511

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**FAYETTEVILLE AR 72701**

|                                                |           |               |
|------------------------------------------------|-----------|---------------|
| Postage                                        | \$ \$0.44 | 0771          |
| Certified Fee                                  | \$2.80    | 01            |
| Return Receipt Fee (Endorsement Required)      | \$2.30    | Postmark Here |
| Restricted Delivery Fee (Endorsement Required) | \$0.00    |               |
| Total Postage & Fees                           | \$ \$5.54 |               |

07/08/2009

Sent To: **Fayetteville Public Schools**  
**Mrs. Vicki Thomas, Superintendent**  
**Members of the School Board**  
**1000 West Stone Street**  
**Fayetteville, AR 72701**

PS Form 3800, A

7009 0820 0001 9647 8511

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**WEST FORK AR 72774**

|                                                |           |               |
|------------------------------------------------|-----------|---------------|
| Postage                                        | \$ \$0.44 | 0771          |
| Certified Fee                                  | \$2.80    | 01            |
| Return Receipt Fee (Endorsement Required)      | \$2.30    | Postmark Here |
| Restricted Delivery Fee (Endorsement Required) | \$0.00    |               |
| Total Postage & Fees                           | \$ \$5.54 |               |

07/08/2009

Sent To: **Lincoln School District**  
**Dr. Frank Holman, Superintendent**  
**Members of the School Board**  
**PO Box 1127**  
**Lincoln, AR 72774**

PS Form 3800, A

7009 0820 0001 9647 8498

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**FARMINGTON AR 72730**

|                                                |           |               |
|------------------------------------------------|-----------|---------------|
| Postage                                        | \$ \$0.44 | 0771          |
| Certified Fee                                  | \$2.80    | 01            |
| Return Receipt Fee (Endorsement Required)      | \$2.30    | Postmark Here |
| Restricted Delivery Fee (Endorsement Required) | \$0.00    |               |
| Total Postage & Fees                           | \$ \$5.54 |               |

07/08/2009

Sent To: **Farmington Public Schools**  
**Ronnie Wright, Superintendent**  
**Members of the School Board**  
**42 South Double Springs Road**  
**Farmington, AR 72730**

PS Form 3800, A

7009 0820 0001 9647 8498

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**GREENLAND AR 72737**

|                                                |           |               |
|------------------------------------------------|-----------|---------------|
| Postage                                        | \$ \$0.44 | 0771          |
| Certified Fee                                  | \$2.80    | 01            |
| Return Receipt Fee (Endorsement Required)      | \$2.30    | Postmark Here |
| Restricted Delivery Fee (Endorsement Required) | \$0.00    |               |
| Total Postage & Fees                           | \$ \$5.54 |               |

07/08/2009

Sent To: **Greenland School District**  
**Dr. Roland Smith, Superintendent**  
**Members of the School Board**  
**PO Box 57**  
**Greenland, AR 72737**

PS Form 3800, A

7009 0820 0001 9647 8535

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**PRAIRIE GROVE AR 72753**

|                                                |           |               |
|------------------------------------------------|-----------|---------------|
| Postage                                        | \$ \$0.44 | 0771          |
| Certified Fee                                  | \$2.80    | 01            |
| Return Receipt Fee (Endorsement Required)      | \$2.30    | Postmark Here |
| Restricted Delivery Fee (Endorsement Required) | \$0.00    |               |
| Total Postage & Fees                           | \$ \$5.54 |               |

07/08/2009

Sent To: **Prairie Grove School District**  
**Randy Willison, Superintendent**  
**Members of the School Board**  
**110 School Street**  
**Prairie Grove AR 72753**

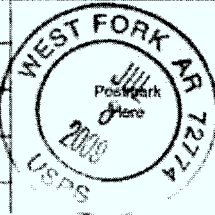
PS Form 3800, A

7009 0820 0001 9647 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](http://www.usps.com)

OFFICIAL USE

|                                                   |         |                                                                                   |
|---------------------------------------------------|---------|-----------------------------------------------------------------------------------|
| Postage                                           | \$ 44   |  |
| Certified Fee                                     | 2.80    |                                                                                   |
| Return Receipt Fee<br>(Endorsement Required)      | 2.30    |                                                                                   |
| Restricted Delivery Fee<br>(Endorsement Required) |         |                                                                                   |
| Total Postage & Fees                              | \$ 55.4 |                                                                                   |

Sent To  
 Springdale School District  
 Dr. Jim D. Rollins, Superintendent  
 Members of the School Board  
 PO Box 8  
 Springdale, AR 72764

PS Form 3800

7009 0820 0001 9647 8528

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

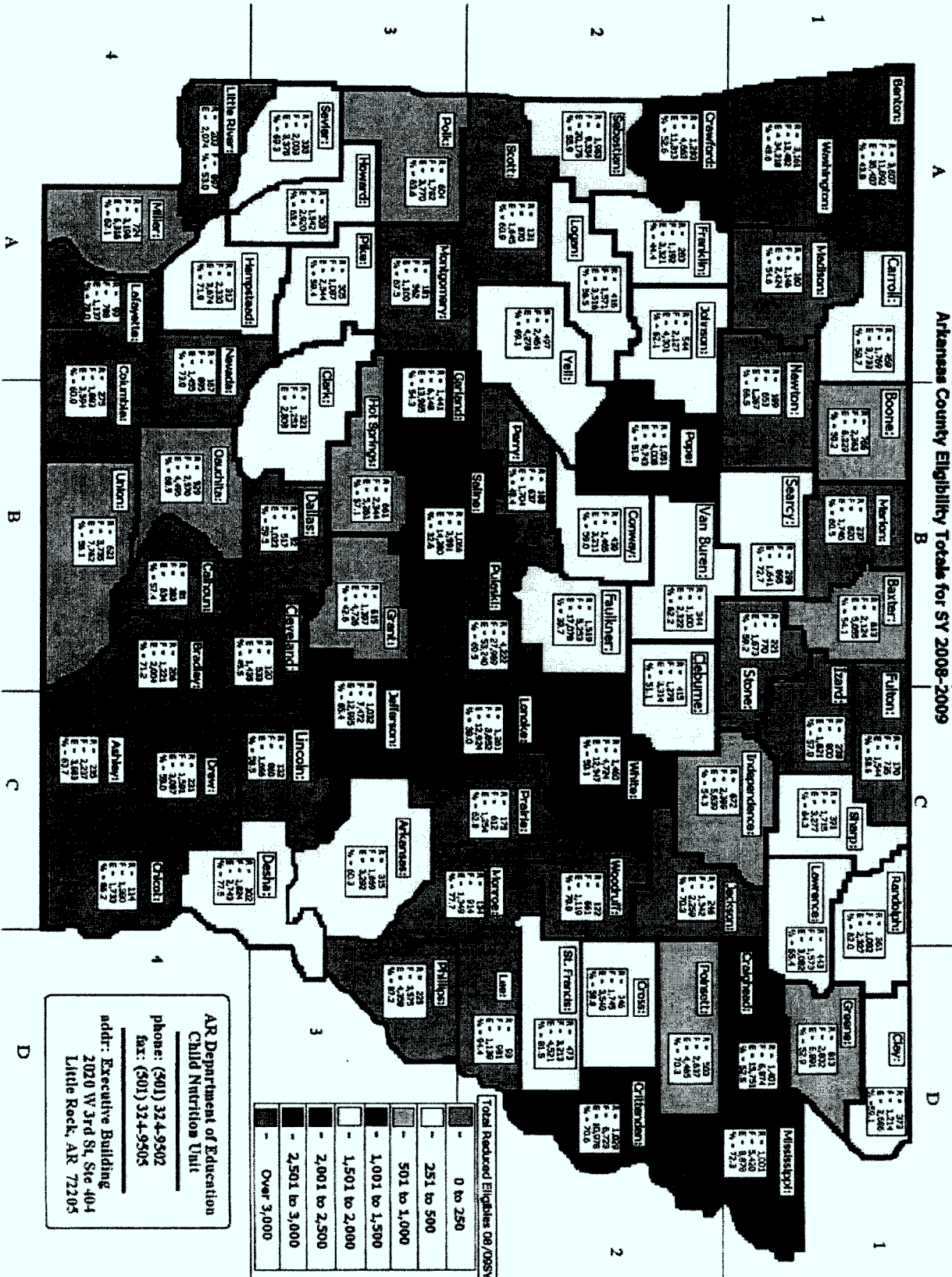
WEST FORK AR 72774 OFFICIAL USE

|                                                   |         |                  |
|---------------------------------------------------|---------|------------------|
| Postage                                           | \$ 0.44 | 0771             |
| Certified Fee                                     | \$2.80  | 01               |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30  | Postmark<br>Here |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00  |                  |
| Total Postage & Fees                              | \$ 5.54 | 07/08/2009       |

Sent To  
 West Fork Public Schools  
 Ms. Diane Barrett, Superintendent  
 Members of the School Board  
 359 School Avenue  
 West Fork, AR 72774

PS Form 3800

# Attachment 7: Arkansas FRLP Map



Attachment 7: Arkansas FRLP Map

## Attachment 8: City Zoning Verification

# FAYETTEVILLE

THE CITY OF FAYETTEVILLE, ARKANSAS

113 W. Mountain St.  
Fayetteville, AR 72701  
Telephone: (479) 575-8267

### PLANNING DIVISION CORRESPONDENCE

---

August 27, 2009

Misty Newcomb  
Prism Education Center  
258 Bullard Road  
West Fork, Arkansas 72774

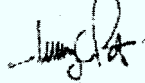
**Re: Zoning verification - 3162 W. Martin Luther King Blvd.  
Parcel # 765-14769-000**

Dear Ms. Newcomb:

This letter is to verify that the zoning of the above mentioned property is C-1, Neighborhood Commercial as indicated on the official zoning map of the City of Fayetteville, Arkansas. I have included with this letter sections of the City's Unified Development Code which describes the C-1 zoning district and provides a listing of the permitted and conditional uses within this district.

To address your specific question to the Planning Division, an elementary school falls under *Use Unit 4, Cultural and Recreational Facilities*, which is a conditional use in the C-1 zoning district. To use the subject property for an elementary school would require a conditional use permit to be approved by the Fayetteville Planning Commission. Should you have questions or need additional information, please do not hesitate to contact the Planning Division at (479) 575-8267.

Sincerely,



Jeremy C. Pate  
Development Services Director

amg

cc: File (pp# 55/)



Attachment 9: FOIA Desegregation Request

August 21, 2009

Mrs. Vicki Thomas  
PO Box 849  
Fayetteville, AR 72702

Dear Vicki Thomas:

Prism Education Center hereby requests pursuant to the Arkansas Freedom of Information Act (FOIA) documentation of any current Federal Court Order of Federal Office of Civil Rights Administration Order establishing any race-based student desegregation obligations of Fayetteville School District. Please send this information to

Misty Newcomb  
Prism Education Center  
258 Bullard Road  
West Fork, AR 72774

Sincerely,

A handwritten signature in black ink, appearing to read 'Misty Newcomb', with a stylized, cursive script.

Misty Newcomb

# Attachment 10: FOIA Cert Receipt

## Attachment 10: FOIA Cert Receipts

| SENDER: COMPLETE THIS SECTION                                                                                                                                                                                                                                                                                                                 |  | COMPLETE THIS SECTION ON DELIVERY                                                                                                                                                                                                                                                                                                                                                                                        |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>1. Article Addressed to:</p> <p><b>NICK THOMAS Fayetteville Schools</b><br/> <b>PO Box 849</b><br/> <b>Fayetteville, AR 72102</b></p>                                                                                                                                                                                                      |  | <p>A. Signature <b>X Mary Lundmark</b> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <b>Mary Lundmark</b> <b>8-24-09</b></p> <p>C. Date of Delivery <b>8-24-09</b></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br/>           If YES, enter delivery address below:</p> |  |
| <p>2. Article Number <b>7008 1830 0001 5868 5396</b><br/>           (Transfer from service)</p> <p>PS Form 3811, February 2004 Domestic Return Receipt 10299-02-44-1540</p>                                                                                                                                                                   |  | <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>                                    |  |
| <p>SENDER: COMPLETE THIS SECTION</p> <p>1. Article Addressed to:</p> <p><b>JOHN ROLLINS, Springdale AR</b><br/> <b>PO Box 8</b><br/> <b>Springdale, AR 72105</b></p> <p>2. Article Number <b>7008 1830 0001 5868 5402</b><br/>           (Transfer from seal)</p> <p>PS Form 3811, February 2004 Domestic Return Receipt 10299-02-44-1540</p> |  | <p>A. Signature <b>X Mary Lundmark</b> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <b>Mary Lundmark</b> <b>8-24-09</b></p> <p>C. Date of Delivery <b>8-24-09</b></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br/>           If YES, enter delivery address below:</p> |  |
| <p>SENDER: COMPLETE THIS SECTION</p> <p>1. Article Addressed to:</p> <p><b>JOHN ROLLINS, Springdale AR</b><br/> <b>PO Box 8</b><br/> <b>Springdale, AR 72105</b></p> <p>2. Article Number <b>7008 1830 0001 5868 5402</b><br/>           (Transfer from seal)</p> <p>PS Form 3811, February 2004 Domestic Return Receipt 10299-02-44-1540</p> |  | <p>A. Signature <b>X Mary Lundmark</b> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) <b>Mary Lundmark</b> <b>8-24-09</b></p> <p>C. Date of Delivery <b>8-24-09</b></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br/>           If YES, enter delivery address below:</p> |  |

| U.S. Postal Service <sup>®</sup> CERTIFIED MAIL <sup>™</sup> RECEIPT                                                                                                                                                                                                           |                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| (Domestic Mail Only: No Insurance Coverage Provided)                                                                                                                                                                                                                           |                                                                              |
| <p>For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a>.</p> <p><b>FAYETTEVILLE POSTAL USE</b></p>                                                                                                                                     |                                                                              |
| <p>Postage \$ <b>\$0.44</b></p> <p>Certified Fee \$ <b>\$2.80</b></p> <p>Return Receipt Fee (Endorsement Required) \$ <b>\$2.30</b></p> <p>Restricted Delivery Fee (Endorsement Required) \$ <b>\$0.00</b></p> <p>Total Postage &amp; Fees \$ <b>\$5.54</b></p>                | <p>0190 AUG 21 2009</p> <p>CLERK &amp; CARRIER STATION, PAYETTEVILLE, ID</p> |
| <p>SENT TO: <b>NICK THOMAS - Fayetteville Schools</b><br/> <b>PO Box 849</b><br/> <b>Fayetteville, AR 72102</b></p> <p>PS Form 3800, August 2005 See Reverse for Instructions</p>                                                                                              |                                                                              |
| <p>U.S. Postal Service<sup>®</sup> CERTIFIED MAIL<sup>™</sup> RECEIPT</p> <p>(Domestic Mail Only: No Insurance Coverage Provided)</p> <p>For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a>.</p> <p><b>SPRINGDALE POSTAL USE</b></p> |                                                                              |
| <p>Postage \$ <b>\$0.44</b></p> <p>Certified Fee \$ <b>\$2.80</b></p> <p>Return Receipt Fee (Endorsement Required) \$ <b>\$2.30</b></p> <p>Restricted Delivery Fee (Endorsement Required) \$ <b>\$0.00</b></p> <p>Total Postage &amp; Fees \$ <b>\$5.54</b></p>                | <p>0190 AUG 21 2009</p> <p>CLERK &amp; CARRIER STATION, PAYETTEVILLE, ID</p> |
| <p>SENT TO: <b>JOHN ROLLINS - Springdale Public School</b><br/> <b>PO Box 8</b><br/> <b>Springdale, AR 72105</b></p> <p>PS Form 3800, August 2005 See Reverse for Instructions</p>                                                                                             |                                                                              |

Attachment 11: Springdale FOIA Response

**Springdale School District No. 50**

MEMBER OF NORTH CENTRAL ASSOCIATION

**Post Office Box 8**

**Springdale, Arkansas 72765-0008**

**Phone 479-750-8800 - Fax 479-750-8814**

August 26, 2009

Prism Education Center  
Ms. Misty Newcomb  
258 Bullard Road  
West Fork, Arkansas 72774

Dear Ms. Newcomb:

In response to your FOIA request, we do not have any information about Federal Court Orders or Office of Civil Rights Orders regarding race-based desegregation.

Sincerely,



Hartzell Lopez  
Deputy Superintendent for Personnel

HJ/pwb



THE ATTORNEY GENERAL  
STATE OF ARKANSAS  
DUSTIN McDANIEL

Warren T. Readnour  
Senior Assistant Attorney General

Direct dial: (501) 682-8018  
Facsimile: (501) 682-2991  
E-mail: [warren.readnour@arkansas.gov](mailto:warren.readnour@arkansas.gov)

June 30, 2008

T. Kenneth James, Ed.D.  
Commissioner of Education  
Arkansas Department of Education  
# 4 State Capitol Mall  
Little Rock, Arkansas 72201-1071

Re: Proposed Annexation of the Greenland School District

Dear Dr. James:

This is in response to your letter to Attorney General McDaniel dated June 13, 2008, in which you ask for an advisory opinion, pursuant to Ark. Code Ann. §§ 6-13-1408(b), concerning the impact of a proposed annexation of the Greenland School District to one of the following contiguous school districts: (1) Elkins School District of Washington County, (2) Farmington School District of Washington County, (3) Fayetteville School District of Washington County, (4) Prairie Grove School District of Washington County, (5) West Fork School District of Washington County, and (6) Mountainburg School District of Crawford County. Section 6-13-1408(b) provides that, prior to the entry of any order annexing or consolidating school districts, "the state board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a district or districts in desegregation of the public schools of this state."

Under United States Supreme Court precedent, the term "desegregation" is a legal term of art that describes the process by which a school district eliminates, to the extent practicable, the lingering effects or "vestiges" of prior *de jure* racial discrimination. Thus, in the absence of a finding that a school district has engaged in the past in activities prohibited by the Fourteenth Amendment to the United States Constitution, and that there are presently lingering effects or vestiges of that discrimination that remain unaddressed, a school district is not "desegregating" as that term is used in case law.

323 Center Street • Suite 200 • Little Rock, Arkansas 72201  
(501) 682-2007 • FAX (501) 682-8084  
Internet Website • <http://www.ag.state.ar.us/>

T. Kenneth James, Ed.D.  
June 30, 2008  
Page 2

In this case, the State Board is considering the possible annexation of the Greenland School District to one of six contiguous school districts. If approved, the annexation would result in the creation of a new larger district. The Department of Education has indicated that, in addition to the six schools being considered as annexation partners, the school districts that could potentially share a border with the newly formed district would be the Springdale, Siloam Springs, Lincoln, Cedarville, Mulberry/Pleasant View, Alma, Ozark, and Huntsville School Districts. Based on information provided by the Department of Education, we are unaware of any pending desegregation court decrees in Greenland, the contiguous districts, or the potential surrounding districts. Therefore, we cannot say that the proposed annexation will have any negative effect on any desegregation efforts in those districts.

As will be the case in any proposed annexation, the Board must be cognizant that it may not order or approve any proposed annexation or consolidation with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation — that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1, Denver*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

There are numerous cases that discuss legal challenges to school district annexations and consolidations in the context of desegregation litigation, but in each case the question of whether a particular annexation or consolidation (or series of annexations or consolidations) were done with the requisite unconstitutional intent is a highly fact-specific inquiry.

To assist the State Board, we note that the 2007-2008 enrollment figures provided to us by the Department of Education reflect that the Greenland School District has a student population that is approximately 91% White and 1% Black. The school districts surrounding Greenland have varying student racial compositions as follows: (1) Elkins School District (approximately 90% White, 2% Black), (2) Farmington School District (approximately 91% White, 2% Black), (3) Fayetteville School District (approximately 74% White, 11% Black), (4) Prairie Grove School District (approximately 94% White, 1% Black), (5) West Fork School District (approximately 95% White, 1% Black), and (6) Mountainburg School District (approximately 97% White, 1% Black). The school districts that could potentially share a border with the newly formed school district have varying racial compositions ranging from Springdale (approximately 50% White, 2% Black, 40% Hispanic), to Siloam Springs (approximately 66% White, 1% Black), to Alma and Mulberry/Pleasant View (approximately 96% White, 1% Black). It is difficult to conclude, examining this data alone, that the approval of the proposed annexation could be viewed as motivated by impermissible intent to segregate schools. Nevertheless, while neither state nor federal law requires the Board to create school districts in a manner that would

T. Kenneth James, Ed.D.  
June 30, 2008  
Page 3

achieve any particular "racial balance" in the student population of a school district<sup>1</sup>, we advise the Board to scrutinize this proposed annexation with great care and to satisfy itself that there are legitimate, non-racially-motivated reasons for the annexation of Greenland to whichever of the six potential "partners" identified in your letter is selected.

Sincerely,

  
WARREN T. READNOUR  
Senior Assistant Attorney General

<sup>1</sup> It should be noted that a decision made solely on a racial basis, even for laudable purposes such as diversity in education or the prevention of (re)segregation, would be subject to "strict scrutiny" analysis. *Parents Involved in Community Schools v. Seattle School Dist. No. 1*, 127 S.Ct. 2738 (2007).



**ARKANSAS DEPARTMENT of EDUCATION****MEMORANDUM**

To: State Board of Education

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment  
Public Charter School License for  
LISA Academy - Fayetteville

Date: October 30, 2008

**I. Statutory Requirements**

Ark. Code Ann. § 6-23-106 (a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located and the State Board of Education (State Board) to carefully review the potential impact of an application for a charter school on the efforts of a school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Ark. Code Ann. § 6-23-106 (c) states that the State Board shall not approve any charter school which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in the state. In accordance with the statutes listed above, the following information is presented to the State Board for its consideration and review.

**II. Desegregation Information from the Applicant**

The licensee's proposed school will be located within the Fayetteville School District. The licensee states in page 51 of its application as follows: "The LISA Academy-Fayetteville will serve grades from K through twelve grades having maximum 500 students. The potential students enrolling [*sic*] LISA Academy-Fayetteville will come from all Fayetteville and Springdale area. As an open-enrollment charter school, LISA Academy-Fayetteville expects to draw majority of its students from throughout Fayetteville and Springdale and few (from the surrounding cities as Rogers and Johnson). LISA Academy-Fayetteville will be in compliance [*sic*] with court orders and statutory obligations regarding desegregated public school policy and maintain a unitary system of desegregated public schools. Furthermore, LISA Academy-Fayetteville will meet all other obligations in hiring faculty and staff, [and] maintain diversity in other areas of the desegregation order. LISA Academy-Fayetteville is also committed to abide [*sic*] all other federal and state civil rights laws."



A request for a license is not required to be submitted to the local school district's Board of Directors (in this case, Fayetteville) for approval. However, the licensee notified the Fayetteville and Springdale School Districts of its intent to pursue this license. The ADE has not received any comments from either the Fayetteville or the Springdale School Districts concerning the desegregation ramifications to the districts if the State Board grants the requested license.

### **III. Analysis from the Department**

The 2007-2008 enrollment for the school districts which the applicant lists as districts affected by its proposed school are as follows:

| Name         | Total Student Population | Asian       | Black       | Hispanic    | Native     | White         |
|--------------|--------------------------|-------------|-------------|-------------|------------|---------------|
| Fayetteville | 8512                     | 350         | 971         | 793         | 114        | 6284          |
| Springdale   | 17429                    | 1417        | 410         | 7100        | 109        | 8393          |
| <b>TOTAL</b> | <b>25,198</b>            | <b>1767</b> | <b>1381</b> | <b>7893</b> | <b>223</b> | <b>14,677</b> |
|              |                          | (6.8%)      | (5.3%)      | (30.4%)     | (<1%)      | (56.7%)       |

As will be the case in any proposed charter school, the State Board must be cognizant that it may not approve any proposed charter school application with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

a.) **De Facto Analysis**

Obviously, there is no enrollment data for the applicant, so it is difficult to conclude that the application for the proposed charter school could be viewed as creating a segregated school.

b.) **De Jure Segregative Intent Analysis**

The Department is unaware of any pending desegregation orders concerning the affected school districts, so it is unable to advise the State Board that there is a current condition of segregation resulting from intentional state action directed toward the affected school districts.

However, should there be any objection to the proposed charter school, particularly any objection based upon an alleged segregative effect of the proposed charter school, the State Board should evaluate those objections thoroughly and carefully, and satisfy itself

that there is a legitimate non-racially segregative intent or purpose for the establishment or creation of the LISA Academy-Fayetteville.

# PRISM EDUCATION CENTER SCHOOL CALENDAR JULY 2010 -- JUNE 2011

| JULY 2010 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | T  | W  | R  | F  | S  |
|           |    |    |    |    |    |    |
|           |    |    |    |    |    |    |
| 4         | 5  | 6  | 7  | 8  | 9  | 10 |
| 11        | 12 | 13 | 14 | 15 | 16 | 17 |
| 18        | 19 | 20 | 21 | 22 | 23 | 24 |
| 25        | 26 | 27 | 28 | 29 | 30 | 31 |

| AUGUST 2010 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | T  | W  | R  | F  | S  |
| 1           | 2  | 3  | 4  | 5  | 6  | 7  |
| 8           | 9  | 10 | 11 | 12 | 13 | 14 |
| 15          | 16 | 17 | 18 | 19 | 20 | 21 |
| 22          | 23 | 24 | 25 | 26 | 27 | 28 |
| 29          | 30 | 31 |    |    |    |    |

| SEPTEMBER 2010 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | M  | T  | W  | R  | F  | S  |
|                |    |    | 1  | 2  | 3  | 4  |
| 5              | 6  | 7  | 8  | 9  | 10 | 11 |
| 12             | 13 | 14 | 15 | 16 | 17 | 18 |
| 19             | 20 | 21 | 22 | 23 | 24 | 25 |
| 26             | 27 | 28 | 29 | 30 |    |    |

| OCTOBER 2010 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | T  | W  | R  | F  | S  |
|              |    |    |    |    |    |    |
| 3            | 4  | 5  | 6  | 7  | 8  | 9  |
| 10           | 11 | 12 | 13 | 14 | 15 | 16 |
| 17           | 18 | 19 | 20 | 21 | 22 | 23 |
| 24           | 25 | 26 | 27 | 28 | 29 | 30 |
| 31           |    |    |    |    |    |    |

| NOVEMBER 2010 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | T  | W  | R  | F  | S  |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            | 29 | 30 |    |    |    |    |

| DECEMBER 2010 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | T  | W  | R  | F  | S  |
|               |    |    | 1  | 2  | 3  | 4  |
| 5             | 6  | 7  | 8  | 9  | 10 | 11 |
| 12            | 13 | 14 | 15 | 16 | 17 | 18 |
| 19            | 20 | 21 | 22 | 23 | 24 | 25 |
| 26            | 27 | 28 | 29 | 30 | 31 |    |

| JANUARY 2011 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | T  | W  | R  | F  | S  |
|              |    |    |    |    |    | 1  |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |
| 9            | 10 | 11 | 12 | 13 | 14 | 15 |
| 16           | 17 | 18 | 19 | 20 | 21 | 22 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 |
| 30           | 31 |    |    |    |    |    |

| FEBRUARY 2011 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | T  | W  | R  | F  | S  |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 |    |    |    |    |    |

| MARCH 2011 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | T  | W  | R  | F  | S  |
|            |    | 1  | 2  | 3  | 4  | 5  |
| 6          | 7  | 8  | 9  | 10 | 11 | 12 |
| 13         | 14 | 15 | 16 | 17 | 18 | 19 |
| 20         | 21 | 22 | 23 | 24 | 25 | 26 |
| 27         | 28 | 29 | 30 | 31 |    |    |

| APRIL 2011 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | T  | W  | R  | F  | S  |
|            |    |    |    |    | 1  | 2  |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY 2011 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | T  | W  | R  | F  | S  |
| 1        | 2  | 3  | 4  | 5  | 6  | 7  |
| 8        | 9  | 10 | 11 | 12 | 13 | 14 |
| 15       | 16 | 17 | 18 | 19 | 20 | 21 |
| 22       | 23 | 24 | 25 | 26 | 27 | 28 |
| 29       | 30 | 31 |    |    |    |    |

| JUNE 2011 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | T  | W  | R  | F  | S  |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 |    |    |

**SCHOOL HOURS: STUDENTS**  
Monday-Thursday:  
7:30am-3:30pm  
Friday: 7:30am-1:30pm

**SCHOOL HOURS: General FACULTY**  
Monday-Friday:  
7:30 AM-3:30PM

**After School Program**  
3:30-6:00 PM

**Trimester Reports**  
November 1, 2010  
March 3, 2010  
June 22, 2010

**Student: 1<sup>st</sup> Day of School:**  
July 21, 2010

**Student: Last Day of School:**  
June 22, 2011

**Parent Teacher Conferences**  
September 10, 2010  
April 22, 2011

| Session               | Fall | Spring | TOTAL |
|-----------------------|------|--------|-------|
| 98 days               |      |        |       |
| 112 days              |      |        |       |
| 210 days              |      |        |       |
| 1 <sup>st</sup> Trim. |      |        | 70    |
| 2 <sup>nd</sup> Trim. |      |        | 70    |
| 3 <sup>rd</sup> Trim. |      |        | 70    |

| JULY 2011 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | T  | W  | R  | F  | S  |
|           |    |    |    |    |    |    |
| 3         | 4  | 5  | 6  | 7  | 8  | 9  |
| 10        | 11 | 12 | 13 | 14 | 15 | 16 |
| 17        | 18 | 19 | 20 | 21 | 22 | 23 |
| 24        | 25 | 26 | 27 | 28 | 29 | 30 |
| 31        |    |    |    |    |    |    |

| KEY: | Early Dismissal Days (End at 1:30) /Staff Development |
|------|-------------------------------------------------------|
|      | Holiday (School Closed)                               |
|      | Summer Vacation /School Closed                        |
|      | Staff Development/Flex Days (No Students)             |
| ★    | First/Last Day of School                              |
| ▲    | Report Cards/End of Trimester                         |

# Prism Education Center Daily Schedule

|             | Kindergarten                  |
|-------------|-------------------------------|
| 7:30-7:44   | Morning Start-Up              |
| 7:45-7:59   | Class Meeting                 |
| 8:00-9:29   | Literacy Block                |
| 9:30-10:57  | Math Block                    |
| 11:00-11:57 | Lunch/Recess                  |
| 12:00-12:45 | Naptime                       |
| 12:47-1:29  | Second Language               |
| 1:30-2:14   | Shared, Guided Reading        |
| 2:15-3:15   | Arts, Science, Social Studies |
| 3:16-3:30   | Closing Meeting               |

|             | First and Second                    |
|-------------|-------------------------------------|
| 7:30-7:44   | Morning Start-Up                    |
| 7:45-7:59   | Class Meeting                       |
| 8:00-9:29   | Literacy Block                      |
| 9:30-10:57  | Math Block                          |
| 11:00-11:57 | Lunch/Recess                        |
| 12:00-12:44 | PE, Computer, Art                   |
| 12:45-1:29  | Shared/Guided Reading               |
| 1:30-2:14   | Second Language                     |
| 2:15-3:15   | Science (MWF) Social Studies (T,Th) |
| 3:16-3:30   | Closing Meeting                     |

|             | Third                       |
|-------------|-----------------------------|
| 7:30-7:44   | Morning Start-Up            |
| 7:45-7:59   | Class Meeting               |
| 8:00-9:29   | Math or Literacy Block      |
| 9:30-10:59  | Math or Literacy Block      |
| 11:00-11:43 | Second Language             |
| 11:45-12:42 | Lunch/Recess                |
| 12:45-1:30  | PE, Computer, Art           |
| 1:30-2:14   | Shared Guided Reading       |
| 2:15-3:15   | Science(MWF) Social (T, Th) |
| 3:16-3:30   | Closing Meeting             |

|              | Fourth                      |
|--------------|-----------------------------|
| 7:30-7:44    | Morning Start-Up            |
| 7:45-7:59    | Class Meeting               |
| 8:00-9:29    | Math or Literacy Block      |
| 9:30-10:57   | Math or Literacy Block      |
| 11:00-11:57  | Lunch/Recess                |
| 12:00 -12:44 | Shared/Guided Reading       |
| 12:45-1:30   | Arts                        |
| 1:30-2:14    | Second Language             |
| 2:15-3:15    | Science (MWF) Social (T,Th) |
| 3:16-3:30    | Closing Meeting             |

|             | Fifth Grade            |
|-------------|------------------------|
| 7:30-7:44   | Morning Start-Up       |
| 7:45-7:59   | Class Meeting          |
| 8:00-9:29   | Math or Literacy Block |
| 9:30-10:59  | Math or Literacy Block |
| 11:00-11:57 | Lunch/Recess           |
| 12:00-12:42 | Shared/Guided Reading  |
| 12:45-1:29  | Arts                   |
| 1:30-2:14   | Second Language        |
| 2:15-3:15   | Science Block          |
| 3:16-3:30   | Closing Meeting        |

|             | Sixth Grade                  |
|-------------|------------------------------|
| 7:30-7:44   | Morning Start-Up             |
| 7:45-7:59   | Class Meeting                |
| 8:00-9:29   | Literacy Block or Math Block |
| 9:30-10:59  | Literacy Block or Math Block |
| 11:00-11:42 | Second Language              |
| 11:45-12:42 | Lunch or Recess              |
| 12:45-1:27  | Shared/Guided Reading        |
| 1:30-2:14   | PE, Computer, Art            |
| 2:15-3:15   | Science (MWF) Social (T,Th)  |
| 3:16-3:30   | Closing Meeting              |

\*The after school program begins at 3:30 and ends at 6:00. A Fine Arts Curriculum will be implemented as well as small group tutoring, one-on-one tutoring, and make-up classes during this time.

## Facility Use Agreement

### OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): Matthias Shopping Center, Inc.

Lessee (Tenant): Prism Education Center

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement: **NONE**

Describe the present use  
of the facility and use for  
prior three (3) years

This is a new facility which will be built out to local and state requirements for the proposed use and to be mutually approved by Lessee and Lessor.

Premises:  
address 3162 West Sixth Street, Fayetteville, AR 72701

8,000  
square footage

Terms of Lease: 5 years

Rental Amount: \$8,000 per month

Contingency: The terms of this agreement are contingent upon

Prism Education Center (sponsoring entity)  
receiving a charter to operate an open-enrollment public  
charter school from the State Board of Education  
by August of 2010.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:  
Prism Education Center

By Mishun M. Smith

Date August 27, 2009

Lessor:  
Matthias Shopping Centers, Inc.

By Arthur Thurman, President

Date August 27, 2009

**Prism Education Center Budget  
2010-2011**

| <b>State Public Charter School Aid</b> |             |      | <b>Amount</b>   | <b>Total</b>           |
|----------------------------------------|-------------|------|-----------------|------------------------|
| State Foundation Funding               | \$ 6,023.00 | x252 | \$ 1,517,796.00 |                        |
| Professional Development               | \$ 41.33    | x252 | \$ 10,415.16    |                        |
| NSLA                                   | \$ 992.00   | x176 | \$ 174,592.00   |                        |
| <b>Total State Charter School Aid</b>  |             |      |                 | <b>\$ 1,702,803.00</b> |

**Other Sources of Revenue:**

|                |                              |               |                      |
|----------------|------------------------------|---------------|----------------------|
| Federal Grants | Title 1                      | \$ 37,800.00  |                      |
| Special Grants | Federal Implementation Funds | \$ 440,000.00 |                      |
| Other          | WFF Funds                    | \$ 220,000.00 |                      |
|                | IDEA-Special Ed Funds        | \$ 25,200.00  |                      |
|                |                              |               | <b>\$ 723,000.00</b> |

|                                                  |               |                      |
|--------------------------------------------------|---------------|----------------------|
| <b>CCLC21 Block Grant (After School Program)</b> | \$ 150,000.00 |                      |
|                                                  |               | <b>\$ 150,000.00</b> |

|                                                   |               |                      |
|---------------------------------------------------|---------------|----------------------|
| <b>Federal Food Program and Paid Meal Revenue</b> | \$ 221,960.20 |                      |
|                                                   |               | <b>\$ 221,960.00</b> |

|                                 |                        |
|---------------------------------|------------------------|
| <b>Total Sources of Revenue</b> | <b>\$ 2,797,763.00</b> |
|---------------------------------|------------------------|

| <b><u>Expenditures</u></b> |   | <b><u>Amount</u></b> | <b><u>Total</u></b> |
|----------------------------|---|----------------------|---------------------|
| Administration             | 1 | \$ 50,000.00         |                     |
| Fringe Benefits            |   | \$ 14,000.00         |                     |
| Purchased Services         |   | \$ 5,400.00          |                     |
| Supplies and Materials     |   | \$ 3,000.00          |                     |
| Equipment                  |   | \$ 11,000.00         |                     |
| Other                      |   | \$ 2,000.00          |                     |
|                            |   |                      | <b>\$ 85,400.00</b> |

|                               |      |               |                      |
|-------------------------------|------|---------------|----------------------|
| Regular Classroom Instruction |      |               |                      |
| Salaries                      | 13.5 | \$ 570,000.00 |                      |
| Fringe Benefits               |      | \$ 159,600.00 |                      |
| Purchased Services            |      | \$ 50,000.00  |                      |
| Supplies and Materials        |      | \$ 86,000.00  |                      |
| Equipment                     |      | \$ 50,000.00  |                      |
|                               |      |               | <b>\$ 915,600.00</b> |

|                        |   |              |                     |
|------------------------|---|--------------|---------------------|
| Special Education      |   |              |                     |
| Salaries               | 1 | \$ 42,000.00 |                     |
| Fringe Benefits        |   | \$ 11,760.00 |                     |
| Purchased Services     |   | \$ 30,000.00 |                     |
| Supplies and Materials |   | \$ 1,200.00  |                     |
| Equipment              |   | \$ 12,500.00 |                     |
|                        |   |              | <b>\$ 97,460.00</b> |

**Prism Education Center Budget  
2010-2011**

*(Budget continued)*

|                               |                           |        |                     |
|-------------------------------|---------------------------|--------|---------------------|
| Gifted and Talented Program   |                           | WAIVER |                     |
| Alternative Education Program |                           | WAIVER |                     |
|                               |                           |        |                     |
| Guidance Services             |                           | \$     | -                   |
| Salaries                      | 2 (at Vista's expense)    | \$     | -                   |
| Fringe Benefits               |                           | \$     | -                   |
| Purchased Services            |                           | \$     | -                   |
| Supplies and Materials        |                           | \$     | 1,000.00            |
| Equipment                     |                           | \$     | 700.00              |
| Other                         |                           |        | <u>\$ 1,700.00</u>  |
|                               |                           |        |                     |
| Health Services               |                           |        |                     |
| Salaries                      | 0.5                       | \$     | 20,000.00           |
| Fringe Benefits               |                           | \$     | 5,600.00            |
| Purchased Services            |                           |        |                     |
| Supplies and Materials        |                           | \$     | 2,400.00            |
| Other                         |                           |        | <u>\$ 28,000.00</u> |
|                               |                           |        |                     |
| Media Services                |                           |        |                     |
| Salaries                      |                           | WAIVER |                     |
| Fringe Benefits               |                           |        |                     |
| Purchased Services            |                           |        |                     |
| Supplies and Materials        |                           | \$     | 12,600.00           |
| Equipment                     |                           | \$     | 50,000.00           |
| Other                         |                           |        | <u>\$ 62,600.00</u> |
|                               |                           |        |                     |
| Fiscal Services               |                           |        |                     |
| Salaries                      | 2                         | \$     | 60,000.00           |
| Fringe Benefits               |                           | \$     | 16,800.00           |
| Purchased Services            |                           |        |                     |
| Supplies and Materials        |                           | \$     | 5,000.00            |
| Equipment                     |                           | \$     | 3,000.00            |
| Other                         |                           |        | <u>\$ 84,800.00</u> |
|                               |                           |        |                     |
| Maintenance and Operations    |                           |        |                     |
| Salaries                      | 1.5                       | \$     | 31,200.00           |
| Fringe Benefits               |                           | \$     | 8,736.00            |
| Purchased Services            |                           | \$     | 7,500.00            |
| include Utilities             | (listed under Facilities) |        |                     |
| Supplies and Materials        |                           | \$     | 2,400.00            |
| Equipment                     |                           | \$     | 2,000.00            |
| Other                         |                           |        | <u>\$ 51,836.00</u> |



**Prism Education Center Budget  
2010-2011**

*(Budget continued)*

|                           |                           |                               |
|---------------------------|---------------------------|-------------------------------|
| Pupil Transportation      |                           |                               |
| Salaries                  |                           |                               |
| Fringe Benefits           |                           |                               |
| Purchased Services        | \$ 30,000.00              |                               |
| Supplies and Materials    |                           |                               |
| Equipment                 |                           |                               |
| Other                     |                           |                               |
|                           |                           | <u>\$ 30,000.00</u>           |
| Food Services             |                           |                               |
| Salaries                  | \$ 20,800.00              |                               |
| Fringe Benefits           | \$ 5,824.00               |                               |
| Purchased Services        | \$ 211,945.00             |                               |
| Supplies and Materials    | \$ 20,000.00              |                               |
| Equipment                 | \$ 780.00                 |                               |
| Other                     |                           |                               |
|                           |                           | <u>\$ 259,349.00</u>          |
| Data Processsing          |                           |                               |
| Salaries                  |                           |                               |
| Fringe Benefits           |                           |                               |
| Purchased Services        |                           |                               |
| Supplies and Materials    |                           |                               |
| Equipment                 |                           |                               |
| Other                     |                           |                               |
|                           |                           | <u>\$ -</u>                   |
| Substitutue Personnel     |                           |                               |
| Salaries                  | \$ 17,920.00              |                               |
| Fringe Benefits           | \$ 1,370.88               |                               |
|                           |                           | <u>\$ 19,290.88</u>           |
| Facilities                | \$ 72,000.00              |                               |
| Lease/Purchase Upgrades   | (Lessor's Responsibility) | \$ -                          |
| Utilities                 |                           | \$ 72,000.00                  |
| Insurance                 |                           | \$ -                          |
| Property                  | (Lessor's Responsibility) |                               |
| Content                   |                           | \$ 6,000.00                   |
|                           |                           | <u>\$ 150,000.00</u>          |
| Debt Expenditures         | \$ -                      |                               |
| Other Expenditures        |                           |                               |
| After School Staff        | \$ 35,120.00              |                               |
| Fringe Benefits           | \$ 5,797.00               |                               |
| Supplies and Materials    | \$ 22,000.00              |                               |
|                           |                           | <u>\$ 62,917.00</u>           |
| <b>Total Expenditures</b> |                           | <b><u>\$ 1,848,952.88</u></b> |

# Prism Education Center Salary Schedule

2010-2011

|                                                                 |        |
|-----------------------------------------------------------------|--------|
| <b>First Year Non-Certified Teachers with Bachelor's Degree</b> | 36,000 |
| <b>Certified Teachers and NTL Teachers</b>                      | 40,000 |
| <b>Certified Teachers, Masters</b>                              | 42,000 |
| <b>Stipend for Supervisory Teacher Position*</b>                | 10,000 |
| <b>Arts Supervisor/After School Coordinator</b>                 | 38,000 |
| <b>Special Education Teacher**</b>                              | 42,000 |
| <b>Part Time Nurse 0.5</b>                                      | 20,000 |
| <b>Part Time Teacher 0.5</b>                                    | 20,000 |
| <b>Director</b>                                                 | 50,000 |
| <b>General Business Manager</b>                                 | 35,000 |
| <b>Administrative Assistant</b>                                 | 25,000 |

## **Hourly**

|                                |         |        |
|--------------------------------|---------|--------|
| <b>Classified Employees***</b> | Initial | 90 Day |
| <b>Paraprofessionals***</b>    | 9.75    | 10     |
|                                | 9.75    | 10     |

\*With Stipend added to Supervisory Teacher's Base Salary, Supervisory Teacher will be paid \$50,000 or \$52,000 depending on Degree Level

\*\*Assumes a Master's Degree

\*\*\* Initial 90 Day Probationary Status

Prism Education Center may include a pay for performance bonus in addition to salary should funds become available to do so.

Status as Eligible Entity

AUG-26-2009 17:03

IRS SACRAMENTO OFFICE

9169745911 P.32

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

DEPARTMENT OF THE TREASURY

Date: **AUG 26 2009**

PRISM EDUCATION CENTER  
C/O MISTY MEMCOMB  
338 BULLARD RD  
WERT PARK, AR 72774

Employer Identification Number:  
80-0375814  
DLS:  
17053106914009  
Contact Person:  
JACK D SWITHEL ID# 35127  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
July 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
March 26, 2009  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

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

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

Please see enclosed Publication 4721-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DC/CG)



STATE OF ARKANSAS

# House of Representatives

## REPRESENTATIVE

Jonathan Barnett

*Assistant Speaker Pro Tempore*

1980 Highway 412 West

Siloam Springs, AR 72761-3806

Phone:

479-524-6254 Business

479-524-9440 Residence

479-524-3222 FAX

e-mail: jonb@msbarnett.com

DISTRICT 97

Counties:

Part Washington County

Part Benton County

## COMMITTEES

Public Transportation

*Chairperson,*

Motor Vehicle and Highways

Subcommittee

Aging, Children and Youth,

Legislative and Military Affairs

Legislative, Military and Veterans

Affairs Subcommittee

August 25, 2009

Arkansas Department of Education  
Four Capitol Mall, Suite 105 C  
Little Rock, AR 72201

To Whom It May Concern:

I would like to express my enthusiastic support of Prism Education Center. There is a pressing need to decrease the academic achievement gap that exists among children from economically disadvantaged backgrounds in our community, and I believe that Prism Education Center would be an invaluable partner in our community's effort to decrease this achievement gap. Prism Education Center will be able to build a support network for these disadvantaged students and families in collaboration with our community which will enable them to become more productive members of society. I think that this is a valuable investment in our future, and I hope you will support Prism Education Center's efforts.

Sincerely

Jonathan Barnett  
State Representative

JB/jwa

Arkansas Department of Education  
Four Capitol Mall, Suite 105 C  
Little Rock, AR 72201

August 25, 2009

To Whom It May Concern,

I am submitting this letter to express my fervent support for Prism Education Center. Prism's intended home is a neighborhood that recently lost a public school, which had been the hub of the vibrant community. The stated goal of decreasing the academic achievement gap for children with economically disadvantaged backgrounds is applicable to most communities throughout the State of Arkansas and is particularly needed within the Fayetteville neighborhood that Prism hopes to become a part of.

My particular area of interest lies in Prism Education Center's commitment to providing students with a comprehensive exposure to the arts. This consideration of creative learning through arts education is fundamental to Prism's general philosophy and will provide the basis for it's progressive after school programming. My experience teaching art has been varied, including university level appointments (Louisiana State University, Michigan State University, Florida Atlantic University, The University of Miami and The University of Arkansas), as well as teaching community-oriented children's classes (Arts Center of the Ozarks, Springdale, AR, and Nadine Baum Studios, Fayetteville). Through these pedagogical endeavors, in addition to my personal experiences as an independent visual artist and musician, I have become convinced of the necessity of instilling creative thinking as a platform for educational success, beginning at the earliest stages possible. However fundamental, this aspect of early education is often neglected, but thankfully is an essential component of Prism Education Center's foundational philosophy.

To briefly readdress Prism's after school programming, I would like to point out that a wealth of evidence leads to the conclusion that inclusive, inspiring, engaging after school programs have succeeded in keeping at-risk children off the street and educationally on track. Providing a creative-arts after school supplement, in addition to the regular school day will ensure that Prism's intellectual and creative seeds take root. This certainly applies as well to the proposed extended school year.

I believe I can unequivocally state that Prism Education Center is poised to make dramatic improvements, not only in the educational and professional futures of it's potential students, but also in it's community for generations to come. I greatly look forward to witnessing the successes and achievements of Prism students.

Yours Sincerely,



Adam Posnak  
360 McKnight Ave.  
West Fork, AR 72774



July 12, 2009

Arkansas Department of Education  
Four Capital Mall, Suite 105  
Little Rock, AR 72201

To Whom It May Concern:

Vista Health Fayetteville, a mental health facility for children and adolescents, would like to express our enthusiastic support for Prism Education Center and the establishment of the Prism Education Center Charter School in Northwest Arkansas. We believe their efforts to increase the academic achievement of children from disadvantaged backgrounds to be worthy and necessary for our community.

We have seen firsthand the need for these children to have a year-round academic program that supports these students and their families through a culture of achievement and care. We look forward to participating in collaborative efforts with the Prism faculty to develop a school-based counseling program.

As a partner, Vista Health will assist in project activities and in the development of programs that enhance, improve, or develop collaborative efforts between Prism Education Center and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students; enhance crisis intervention services; provide professional training; provide technical assistance to systems and families; and ensure linguistically appropriate and culturally competent services. As part of these efforts, we will provide a school-based therapist and case manager in the school at our expense. Additionally, Vista Health is willing to refer students to this school.

We believe that this opportunity will help develop these children academically, socially, and emotionally.

Sincerely,

A handwritten signature in black ink that reads "Chuck".

Chuck Burklow, BSEd, LRCP  
Director of Business Development  
[chuckb@vistahealthservices.com](mailto:chuckb@vistahealthservices.com)

---

*Comprehensive Behavioral Medicine & Psychological Services*

4253 Crossover Rd. • Fayetteville, AR 72703 • 479-521-5731 • Fax 479-521-4926

Arkansas Regional Therapy Services, LLC  
2020 Joyce Blvd Suite 2020  
Fayetteville, AR 72703  
(479) 935-4441

Arkansas Department of Education  
Four Capitol Mall Suite 105C  
Little Rock, AR 72201

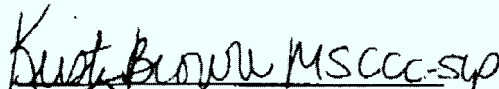
August 26, 2009

To Whom It May Concern,

We would like to express our upmost support for the Prism Education Center. As service providers for our community, we recognize how important it is that our community collaborates to help decrease the academic achievement gap that currently exists with our economically disadvantaged backgrounds. Our company fully supports Prism and look forward to participating in all collaborative efforts. Should the school be approved, we look forward to further collaborative discussions regarding partnerships.

A collaborative effort is what it takes to help our community not only achieve academically, but also make our community very contributive and participative members of society.

Sincerely,

  
Kristy Brown, MS CCC-SLP

  
Tara Call, MS CCC-SLP

Owners, Arkansas Regional Therapy Services, LLC





## Retired & Senior Volunteer Program

EOA of Washington County

308 Park St., Springdale, AR 72764

Phone: (479) 419-9418 Fax: (479) 419-9419

Email: gmorriseoa@yahoo.com or mkingeo@yahoo.com



August 19, 2009

Arkansas Department of Education  
Four Capitol Mall, Suite 105-C  
Little Rock AR 72201

Respectful Educators,

The Retired Senior and Volunteer Program of Washington County (RSVP) has been contacted by and is interested in partnering with Prism Education Center in the establishment of a positive social environment at the school. RSVP is the largest single volunteer organization in America and is a division of the United States Senior Corp. It is open to persons over the age of 55.

It would be our intent to recruit adult volunteers to serve as companions, friends, mentors to the students particularly during their lunch periods. It is documented that having a family style experience during one's educational development significantly increases a young person's aptitude to learn.

Our current volunteer corp. of 348 persons here in Washington County finds their community service to be not only greatly satisfying for them plus a healthy enrichment to their lives. The mutual benefits are many-fold.

RSVP believes in the principles of education and would look forward to the opportunity to serve in the Prism Education Center charter school here in Northwest Arkansas.

Respectfully,

  
Gary L. Morris

Director

Arkansas Department of Education  
Four Capitol Mall, Suite 105C  
Little Rock, AR 72201

August 25, 2009

To Whom It May Concern,

I would like to express my enthusiastic support of the proposed Prism Education Center. I recognize the importance of community collaboration as a key driver for decreasing the academic achievement gap that exists among children from economically disadvantaged backgrounds. I look forward to participating in collaborative efforts with Prism Education Center to develop a community based network of support for these students and families. Should the school be approved, I will look forward to discussion of possible collaborative partnerships.

I truly believe that this opportunity will help these children not only achieve academically, but also become contributive and participative members of society.

Sincerely,

A handwritten signature in black ink, appearing to read 'David D. Fender', with a stylized flourish at the end.

David D. Fender  
RTD Ventures, LLC



Please fill out the form below  
to receive updates about our  
progress and enrollment  
details!

Name: Michelle Anderson

Address: 1000 S. Main St.

City: West Hill State: AR Zip: 72777

Phone: 479-957-1038

Email: Michelle@prism-center.com



Please fill out the form below  
to receive updates about our  
progress and enrollment  
details!

Name: Rose Nathorland


Address: 4097 Cris Hollow

City: Fayetteville State: AR Zip: 72704

Phone: 200-1595

Email: Lowlandflower@gmail.com





Please fill out the form below  
to receive updates about our  
progress and enrollment  
details!


Name: Debra Smith

Address: 1000 Gate Springs Rd

City: Fayetteville State: AR Zip: 72701

Phone: 975 (507-2311)

Email: Debra.Smith@prism.com



Please fill out the form below  
to receive updates about our  
progress and enrollment  
details!

Name: Christina McGuire

Address: 525 S. Hollington

City: Fayetteville State: AR Zip: 72701

Phone: 479-747-9757

Email: Rubys1100@yahoo.com





Please fill out the form below  
to receive updates about our  
progress and enrollment  
details!


Name: Sharon K. Kirtland

Address: 1005 N. 1st St. Apt. 101

City: Kenner State: LA Zip: 70111

Phone: 504-885-9997

Email: skirtland@prismc.com



Please fill out the form below  
to receive updates about our  
progress and enrollment  
details!

Name: Kara Iribarren

Address: 6515 B. Storer Ave

City: Fayetteville State: AK Zip: 99701

Phone: 479-871-9206

Email: Kiri.Barren.02@yahoo.com





Please fill out the form below  
to receive updates about our  
progress and enrollment  
details!

Name: John Johnson

Address: 5205 Cedar Ave

City: Doniphan State: AK Zip: 72701

Phone: (479) 441-6291

Email: john.johnson@yahoo.com



Please fill out the form below  
to receive updates about our  
progress and enrollment  
details!

Name: Jason Zebell

Address: 129 Clifton place

City: West Fork State: AK Zip: 72774

Phone: 479-957-6519

Email: Yashenz5@yahoo.com

## Parental and Community Support

This a report created through the Prism Education Center Website. These are the individuals who clicked on the "Show Your Support" Link.

Your Name: Jennifer Moffitt

Your Email Address: [info4jennifer@gmail.com](mailto:info4jennifer@gmail.com) Number of School Age Children in Your

Home: 0 School District: Fayetteville Contact Information: Jennifer Moffitt

3188 W. Woodridge Dr.

Fayetteville, AR 72704

479-790-0066

[info4jennifer@gmail.com](mailto:info4jennifer@gmail.com)

Comments or Feedback: I am interested in considering this school for my 2-year-old (when he becomes school age). I am also interested in a pre-school program if it is implemented during his pre-K years.

--

Visitor Ip: 72.204.13.149

Your Name: Rachel Cole

Your Email Address: [rchllinn@gmail.com](mailto:rchllinn@gmail.com)

Number of School Age Children in Your Home: 1 School District: Holcome Elementary

Fayetteville Ar Contact Information: 4097 Mohogany Dr.

Fayetteville Ar. 72704

Comments or Feedback:

-----

Visitor Ip: 99.3.32.213

Your Name: Brandy Irvin

Your Email Address: [brandy\\_irvin@yahoo.com](mailto:brandy_irvin@yahoo.com) Number of School Age Children in Your

Home: 2 School District: West Fork Contact Information: 226 Ann Street West Fork, AR 72774

479-283-6981

Comments or Feedback: Good luck, can't wait to hear if it will open next year. Keep me informed.

-----

Visitor Ip: 72.204.47.22

Your Name: Jeannie Hulen

Your Email Address: [jhulen@uark.edu](mailto:jhulen@uark.edu)

Number of School Age Children in Your Home: 1 School District: West Fork Contact Information: 360 McKnight Ave., West Fork, AR 72774

479-790-8521

Comments or Feedback:

-----

Visitor Ip: 72.204.45.197

Your Name: Adam Posnak



## Parental and Community Support Documentation

Your Email Address: [aposnak@hotmail.com](mailto:aposnak@hotmail.com)

Number of School Age Children in Your Home: 1 School District: West Fork Contact Information: Adam Posnak and Jeannie Hulen 360 McKnight Ave.

West Fork, AR 72774

479-790-8534

Comments or Feedback: Really looking forward to more information and future developments! Thanks.

--

Visitor Ip: 72.204.45.197

Your Name: Ashlea Ledbetter

Your Email Address: [zoahobbeslouie@yahoo.com](mailto:zoahobbeslouie@yahoo.com) Number of School Age Children in Your Home: 0 School District: Fayetteville Contact Information: 3012 Hughmount

Fayetteville AR 72704

or

479-444-7045

Comments or Feedback: It would appear Prism is a wholistic approach to education. It starts with educating the parent(s), then removing the most common obstacles for both the parent(s) and student alike, and finally adding innovative new research in education.

Prism is a Charter school that makes sense for Northwest Arkansas. It is a school I firmly believe in, and it lands at the top of my list for future education options for my own children (nearly three years old).

-----  
Visitor Ip: 69.152.222.252

Your Name: Beth Ashbaugh

Your Email Address: [elizabethashbaugh@hotmail.com](mailto:elizabethashbaugh@hotmail.com) Number of School Age Children in Your Home: 1 School District: West Fork Contact Information:

Comments or Feedback:

--

Visitor Ip: 98.20.173.145

Your Name: Casie Shreve

Your Email Address: [casieshreve@gmail.com](mailto:casieshreve@gmail.com) Number of School Age Children in Your Home: 3 School District: Fayetteville Contact Information: Casie Shreve

479-387-1804

[casieshreve@gmail.com](mailto:casieshreve@gmail.com)

Comments or Feedback:

-----  
Visitor Ip: 70.178.101.248

Your Name: Jeff Shreve

Your Email Address: [jbshreave@gmail.com](mailto:jbshreave@gmail.com)

Number of School Age Children in Your Home: 3 School District: Happy Hollow Contact Information: PO Box 591 Fayetteville, AR 72702 Comments or Feedback:

-----  
Visitor Ip: 70.178.101.248

## Parental and Community Support Documentation

Your Name: jessica newcomb

Your Email Address: [jessnewcomb@gmail.com](mailto:jessnewcomb@gmail.com) Number of School Age Children in Your Home: 0 School District: Springdale Contact Information: 4052 N. Abington Court Fayetteville, AR 72703 Comments or Feedback:

-----  
Visitor Ip: 72.204.17.75

Your Name: Candice Sisemore-Houston

Your Email Address: [candicefromthebostonmountains@gmail.com](mailto:candicefromthebostonmountains@gmail.com)

Number of School Age Children in Your Home: 3 School District: West Fork Contact Information: 479-634-5011 phone 18500 Park Cemetery Winslow, AR 72959 Comments or Feedback:

-----  
Visitor Ip: 166.205.4.6

Your Name: Pauletta Frederick

Your Email Address: [paulettafrederick@yahoo.com](mailto:paulettafrederick@yahoo.com) Number of School Age Children in Your Home: 2 School District: West Fork Contact Information: 479-790-8165 Comments or Feedback:

-----  
Visitor Ip: 72.204.53.87

Your Name: Justin Harris

Your Email Address: [jth05@uark.edu](mailto:jth05@uark.edu)

Number of School Age Children in Your Home: 2 School District: West Fork Contact Information: 479-871-8542 Comments or Feedback:

-----  
Visitor Ip: 72.204.53.87

Your Name: Marsha Harris

Your Email Address: [jtharris99@windstream.net](mailto:jtharris99@windstream.net) Number of School Age Children in

Your Home: 2 School District: West Fork Contact Information: 479-839-8542

Comments or Feedback:

-----  
Visitor Ip: 72.204.53.87

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

The signature of the Chief Operating Officer of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Ann. § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title; and
  - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

  
Signature of Chief Operating Officer of the School

Date: 8/26/09

Misty Newcomb  
Print or type name

(2010)  
LEASE AGREEMENT

This Agreement, made this 27<sup>th</sup> day of August, between Mathias Shopping Centers, Inc. whose address is 5571 Bleaux Avenue, Springdale, AR, 72762 (the Lessor) and Prism Education Center, whose address is 258 Bullard Road, West Fork, AR, 72774, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in Washington County, Arkansas:

3162 West Sixth  
Street (Martin  
Luther King  
Blvd),  
Fayetteville, AR  
72701

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on July 1, 2010, and shall extend for a term of 60 months, ending at midnight on June 30, 2015.

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$ 360,000, payable in 60 equal monthly installments of \$ \$6,000.00 each, to be paid in advance on the first day of July, and on the first day of each and every month thereafter during the term of this lease.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, wiring, plumbing, doors and roof of the structure[s] upon the leased premises, in a reasonable state of repair and shall make such repairs to the surface of the parking area as may be required to keep and maintain the same in a good and tenantable condition. Lessor shall maintain the heating and air conditioning equipment, all at Lessor's expense. If Lessee is deprived of the use of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.



6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors and window and door glass, in good repair. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. Lessor shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease.

8. Use. Lessee agrees to use the leased premises for the purpose of operating a public charter school and after school program and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at Mathias Shopping Centers, Inc., P.O. Box 6485, Springdale, AR, 72766. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at Prism Education Center, 258 Bullard Road, West Fork, AR 72774. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of thirty (30) days, or as to any other covenant herein provided for more than thirty (30) days after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within thirty (30) days after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, or the building which forms the principal component of the leased premises, should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, or the building which forms the principal component part of the leased premises, then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, or the building which forms the principal component part of the leased premises, then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. Lessor shall maintain, at Lessor's expense, fire, hazard and extended coverage insurance, including plate glass insurance, in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such

insurance shall be delivered to Lessee prior to the inception of this lease. Lessor shall reimburse Lessee for the premiums paid for such insurance upon receipt of notice of the amount due, if Lessee is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on its property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than \$1,000,000 per occurrence for property damage. The policy representing such insurance shall name Lessor, and assigns, the Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee approved by the Public Waste Department.

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged

for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25.     Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26.     State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27.     Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 6 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 6 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28.     State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29.     Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility will comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility will meet all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or

gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

Prism Education Center, c/o Misty Newcomb, 258 Bullard Road, West Fork, AR 72774  
Mathias Shopping Center, Inc, PO Box 6485, Springdale, AR 72766

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
Lessor

\_\_\_\_\_  
Lessor

\_\_\_\_\_  
Lessee

[ACKNOWLEDGMENT]

\_\_\_\_\_



THIS AGREEMENT made between \_\_\_\_\_ (the Lessor) and  
\_\_\_\_\_ (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the following described premises in the City of Fayetteville, County of Washington, State of Arkansas:



LEASE AGREEMENT

This Agreement, made this \_\_\_\_\_ day of \_\_\_\_\_, between Mathias Shopping Centers, Inc. whose address is 5571 Bleaux Avenue, Springdale, AR, 72762 (the Lessor) and Prism Education Center, whose address is 258 Bullard Road, West Fork, AR, 72774, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in Washington County, Arkansas:

3162 West Sixth  
Street (Martin  
Luther King Blvd)  
Fayetteville, AR  
72701

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on July 1, 2011, and shall extend for a term of 48 months, ending at midnight on June 30, 2015.

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$ 192,000, payable in 48 equal monthly installments of \$ \$4,000.00 each, to be paid in advance on the first day of July, and on the first day of each and every month thereafter during the term of this lease.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, wiring, plumbing, doors and roof of the structure[s] upon the leased premises, in a reasonable state of repair and shall make such repairs to the surface of the parking area as may be required to keep and maintain the same in a good and tenantable condition. Lessor shall maintain the heating and air conditioning equipment, all at Lessor's expense. If Lessee is deprived of the use of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors and window and door glass, in good repair. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. Lessor shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease.

8. Use. Lessee agrees to use the leased premises for the purpose of operating a public charter school and after school program and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at Mathias Shopping Centers, Inc., P.O. Box 6485, Springdale, AR, 72766. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at Prism Education Center, 258 Bullard Road, West Fork, AR 72774. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of thirty (30) days, or as to any other covenant herein provided for more than thirty (30) days after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within thirty (30) days after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, or the building which forms the principal component of the leased premises, should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, or the building which forms the principal component part of the leased premises, then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, or the building which forms the principal component part of the leased premises, then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. Lessor shall maintain, at Lessor's expense, fire, hazard and extended coverage insurance, including plate glass insurance, in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such

insurance shall be delivered to Lessee prior to the inception of this lease. Lessor shall reimburse Lessee for the premiums paid for such insurance upon receipt of notice of the amount due, if Lessee is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on its property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than \$1,000,000 per occurrence for property damage. The policy representing such insurance shall name Lessor, and assigns, the Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee approved by the Public Waste Department.

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged



for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25.     Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26.     State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27.     Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 6 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 6 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28.     State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29.     Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility will comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility will meet all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or

gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

Prism Education Center, c/o Misty Newcomb, 258 Bullard Road, West Fork, AR 72774  
Mathias Shopping Center, Inc, PO Box 6485, Springdale, AR 72766

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
Lessor

\_\_\_\_\_  
Lessor

\_\_\_\_\_  
Lessee

[ACKNOWLEDGMENT]

\_\_\_\_\_



THIS AGREEMENT made between \_\_\_\_\_ (the Lessor) and  
\_\_\_\_\_ (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the following described premises in the City of Fayetteville, County of Washington, State of Arkansas:

Arkansas Department of Education  
Public Charter School Office  
Four Capitol Mall 105C  
Little Rock, AR 72201

To Whom it May Concern:

Please find enclosed a scanned copy of certified mail receipts documenting that the Prism Education Center charter school application was sent to each public school district Superintendent and its Board of Directors in Washington County on August 29, 2009.

Sincerely,

A handwritten signature in black ink, appearing to read "Misty Newcomb".

Misty Newcomb  
Prism Education Center

RECEIVED  
SEP 04 2009

CHARTER SCHOOL OFFICE

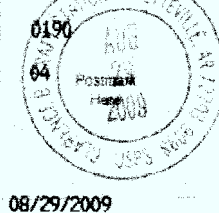
7008 1830 0001 5868 6207

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**WEST FORK AR 72774**

|                                                   |           |                |
|---------------------------------------------------|-----------|----------------|
| Postage                                           | \$        | \$4.95         |
| Certified Fee                                     |           | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      |           | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) |           | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$</b> | <b>\$10.05</b> |



Sent To: **Ms. Vicki Thomas & Board of Directors**  
**Fayetteville Public School**  
**1000 W. Stone Street**  
**Fayetteville, Arkansas 72701**

PS Form 3800, Aug 2008

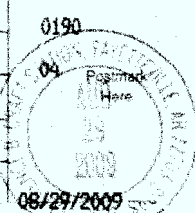
7008 1830 0001 5868 6195

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**WEST FORK AR 72774**

|                                                   |           |                |
|---------------------------------------------------|-----------|----------------|
| Postage                                           | \$        | \$4.95         |
| Certified Fee                                     |           | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      |           | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) |           | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$</b> | <b>\$10.05</b> |



Sent To: **Dr. Jimmy Rollins & Board of Directors**  
**Springdale School District**  
**PO BOX 8**  
**Springdale, AR 72764**

PS Form 3800, Aug 2008

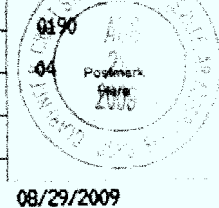
7008 1830 0001 5868 6157

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**WEST FORK AR 72774**

|                                                   |           |                |
|---------------------------------------------------|-----------|----------------|
| Postage                                           | \$        | \$4.95         |
| Certified Fee                                     |           | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      |           | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) |           | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$</b> | <b>\$10.05</b> |



Sent To: **Mike Harris & Board of Directors**  
**Elkins Public School**  
**349 N. Center**  
**Elkins, AR 72727**

PS Form 3800, Aug 2008

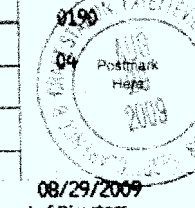
7008 1830 0001 5868 6133

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**WEST FORK AR 72774**

|                                                   |           |                |
|---------------------------------------------------|-----------|----------------|
| Postage                                           | \$        | \$4.95         |
| Certified Fee                                     |           | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      |           | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) |           | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$</b> | <b>\$10.05</b> |



Sent To: **Dr. Roland Smith & Board of Directors**  
**Greenland School District**  
**PO BOX 57**  
**Greenland, AR 72737**

PS Form 3800, Aug 2008

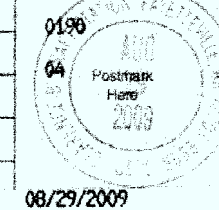
7008 1830 0001 5868 6140

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**WEST FORK AR 72774**

|                                                   |           |                |
|---------------------------------------------------|-----------|----------------|
| Postage                                           | \$        | \$4.95         |
| Certified Fee                                     |           | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      |           | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) |           | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$</b> | <b>\$10.05</b> |



Sent To: **Ronnie Wright & Board of Directors**  
**Farmington Public School**  
**42 South Double Springs Road**  
**Farmington, Arkansas 72730**

PS Form 3800, Aug 2008

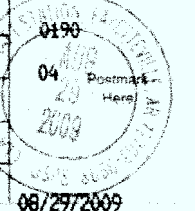
7008 1830 0001 5868 6225

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**WEST FORK AR 72774**

|                                                   |           |                |
|---------------------------------------------------|-----------|----------------|
| Postage                                           | \$        | \$4.95         |
| Certified Fee                                     |           | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      |           | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) |           | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$</b> | <b>\$10.05</b> |



Sent To: **Mrs. Sarah D. Barrett & Board of Directors**  
**West Fork Public School**  
**359 School Avenue**  
**West Fork, AR 72774**

PS Form 3800, Aug 2008

7008 1830 0001 5868 6218

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
*(Domestic Mail Only; No Insurance Coverage Provided)*

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**PRAIRIE GROVE AR 72753**

|                                                   |           |                |
|---------------------------------------------------|-----------|----------------|
| Postage                                           | \$        | \$4.95         |
| Certified Fee                                     |           | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      |           | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) |           | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$</b> | <b>\$10.05</b> |



08/29/2009

Sent To  
 Street, Apt. No.,  
 or PO Box No.  
 City, State, ZIP+4

Randy Willison & Board of Directors  
 Prairie Grove School District  
 110 School Street  
 Prairie Grove, Arkansas 72753

PS Form 3800, August

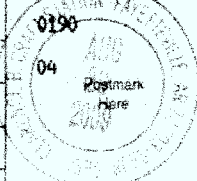
7008 1830 0001 5868 6232

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
*(Domestic Mail Only; No Insurance Coverage Provided)*

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**WEST FORK AR 72774**

|                                                   |           |                |
|---------------------------------------------------|-----------|----------------|
| Postage                                           | \$        | \$4.95         |
| Certified Fee                                     |           | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      |           | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) |           | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$</b> | <b>\$10.05</b> |



08/29/2009

Sent To  
 Street, Apt. No.,  
 or PO Box No.  
 City, State, ZIP+4

Dr. Frank Holman & Board of Directors  
 Lincoln School District  
 PO BOX 1127  
 Lincoln, AR 72774

PS Form 3800, August

Charter School Office  
Four Capitol Mall 105C  
Little Rock, AR 72201

August 31, 2009

To Whom it May Concern:

Enclosed please find a copy of the Letter of Intent for Prism Education Center that you received in your office June 30, 2009. Additionally find scanned and reduced certified mail receipts documenting that this same letter of intent was sent to all of the schools in Washington County by June 30, 2009.

Sincerely,

A handwritten signature in black ink, appearing to read "Misty Newcomb", written in a cursive style.

Misty Newcomb

Prism Education Center

Arkansas Department of Education  
Public Charter Schools Office  
Four Capitol Mall 105-C  
Little Rock, AR 72201

To Whom it May Concern,

Please accept this as the letter of intent to apply for an Open-Enrollment Charter School for Prism Education Center. Prism Education Center is a not for profit organization that is nonsectarian in its programs and operations and will be exempt from taxation under Section 501(c)3 of the Internal Revenue Code under the name: Prism Education Center.

Contact Person: Misty Newcomb, 258 Bullard Road, West Fork, AR 72774, 479.790.9352, 479.839.4398

Prism Education Center is a non-profit organization committed to assisting families in the breaking of generational cycles of poverty through high quality, research-driven, academic programs. Prism Education Center will be staffed by individuals from diverse backgrounds and seeks to implement the corporate expertise of these individuals to develop an educational program that provides for holistic development of children from all backgrounds.

The proposed open enrollment charter school: Prism Education Center will serve grades K-8 and will be located in the Washington-Benton County region of Northwest Arkansas.

Prism seeks to provide a specialized academic program focused on the needs of children from low-income families. Prism will be guided by research-driven practices that are effective at raising the academic achievement of students from economically disadvantaged homes. By providing a year-round school schedule, extended school days, and aggressive academic interventions for at-risk students, Prism intends to decrease the achievement gap that exists between the children served by Prism and the general population.

Sincerely,



| SENDER: COMPLETE THIS SECTION                                                                                                                                                                                                                                                                                                                                                                                      | COMPLETE THIS SECTION ON DELIVERY                                                                                                                                                                                                                                                                                                                                                                                  | SENDER: COMPLETE THIS SECTION                                                                                                                                                                                                                                                                                     | COMPLETE THIS SECTION ON DELIVERY                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p>                                                                                                  | <p>A. Signature: <u>[Signature]</u> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name): <u>DARLENE BURGESS</u> <input type="checkbox"/> Date of Delivery: <u>1/20/04</u></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No<br/>If YES, enter delivery address below: _____</p>                     | <p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> | <p>A. Signature: <u>[Signature]</u> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name): <u>JOHN DE LAER</u> <input type="checkbox"/> Date of Delivery: <u>1/20/04</u></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No<br/>If YES, enter delivery address below: _____</p> |
| <p>3. Service Type:</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> G.O.D.</p> <p>4. Restricted Delivery? If <u>no</u> (u/s) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>3. Service Type:</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> G.O.D.</p> <p>4. Restricted Delivery? If <u>no</u> (u/s) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>2. Article Number (Transfer from previous label): <b>7008 1140 0004 1554 5745</b></p>                                                                                                                                                                                                                          | <p>2. Article Number (Transfer from previous label): <b>7008 1140 0004 1554 5726</b></p>                                                                                                                                                                                                                                                                                                    |

[illegible]

Application Cycle 2010

# ADE Evaluation

Prism Education Center



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James  
Commissioner

**State Board  
of Education**

Randy Lawson  
Bentonville  
Chair

Dr. Naccaman Williams  
Springdale  
Vice Chair

Sherry Burrow  
Jonesboro

Jim Cooper  
Melbourne

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Diane Tatum  
Pine Bluff

September 28, 2009

Misty Newcomb  
Prism Education Center  
258 Bullard Road  
West Fork, AR 72774

Dear Applicant:

Recently you received a letter dated September 25, 2009, from the Arkansas Department of Education, Charter School Office, that was sent with your completed review of your Charter application. The letter stated written responses should be returned "**no later than 4:00 p.m., Friday, October 28, 2009**". That date is incorrect.

The correct date for written responses is **no later than 4:00 p.m., Friday, October 23, 2009.** Responses received later than 4:00 p.m. on Friday, October 23, 2009, will not be accepted. Please allow for adequate mailing time and delivery.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Responses should be sent to the following address:

Mary Ann D. Brown, Ed.D  
Charter School Office  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

We are sorry for any inconvenience this may have caused your office. Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D  
Charter School Program Director

MAB/jf

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James  
Commissioner

September 25, 2009

**State Board  
of Education**

Randy Lawson  
Bentonville  
Chair

Dr. Naccaman Williams  
Springdale  
Vice Chair

Sherry Burrow  
Jonesboro

Jim Cooper  
Melbourne

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Diane Tatum  
Pine Bluff

Misty Newcomb  
Prism Education Center  
258 Bullard Road  
West Fork, AR 72774

Dear Applicant:

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per 9.01 of the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

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 4:00 p.m., Friday October 28, 2009.**

Responses should be sent to the following address:

Dr. Mary Ann D. Brown  
Charter School Office  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

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

Thank you,

A handwritten signature in black ink that reads "Mary Ann D. Brown, Ed.D." in a cursive style.

Mary Ann D. Brown, Ed.D.  
Charter School Program Director

Four Capital Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

Enclosure: Public Charter School Application Evaluation Report

# **Application Evaluation Report**

## **Prism Education Center**

|                                                                                    |    |
|------------------------------------------------------------------------------------|----|
| Charter School Application Evaluation Instrument.....                              | 1  |
| Eligible entity Status.....                                                        | 2  |
| Pre-Application Materials.....                                                     | 2  |
| Standards 1 and 2: Public Hearing Results.....                                     | 3  |
| Standard 3: Governing Structure.....                                               | 3  |
| Standard 4: Mission Statement.....                                                 | 4  |
| Standard 5: Educational Need.....                                                  | 4  |
| Standard 6: Educational Program.....                                               | 5  |
| Standard 7: Academic Achievement Goals.....                                        | 5  |
| Standard 8: Curriculum Development and Alignment.....                              | 6  |
| Standard 9: Geographical Service Area.....                                         | 6  |
| Standard 10: Annual Progress Reports.....                                          | 7  |
| Standard 11: Enrollment Criteria and Procedures.....                               | 7  |
| Standard 12: Staffing Plan.....                                                    | 8  |
| Standard 13: Business and Budgeting Plan.....                                      | 8  |
| Standard 14: Financial and Programmatic Audit Plan.....                            | 9  |
| Standard 15: Arkansas Public School Computer Networking Assurances.....            | 9  |
| Standard 16: Facilities.....                                                       | 10 |
| Standard 17: Student Services.....                                                 | 11 |
| Standard 18: Student Services (Food).....                                          | 11 |
| Standard 19: Parental Involvement.....                                             | 12 |
| Standard 20: Waivers.....                                                          | 13 |
| Standard 21: Desegregation Assurances.....                                         | 14 |
| Attachment 1: Charter School Operations and Maintenance Compliance Report (Site 1) |    |



# ARKANSAS DEPARTMENT OF EDUCATION

## Arkansas Department of Education

### Charter School Application Evaluation Instrument

*The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.*

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

**Meets the Standard:**

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard:**

The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

**Does Not Meet the Standard:**

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.



# Arkansas Department of Education

## Open-Enrollment Public Charter School Application Evaluation

### EVALUATION RUBRIC

Name of Proposed School: Prism Education Center

Eligible entity status:

- ☐ Public institution of higher education  
☐ Private nonsectarian institution of higher education  
☐ Governmental entity  
☒ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application for Non-Sectarian Organization Exempt from Taxes  
Approved – Please refer to Letter from Internal Revenue Services dated of August 26, 2009 (attachment).

### Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

#### Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                           | Reference |
|-----------------------------------------------------|-----------|
| Letter of Intent was submitted within the deadline. |           |
| Concerns and Additional Questions                   | Reference |
|                                                     |           |

## Part 2: REQUIRED INFORMATION

### ***STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS***

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                | Reference                  |
|------------------------------------------|----------------------------|
| Application meets the standard criteria. | Pages 2-3, Attachments 1-6 |
| Concerns and Additional Questions        | Reference                  |
|                                          |                            |

### ***STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE***

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                               | Reference |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                                                                         |           |
| Concerns and Additional Questions                                                                                                                                                       | Reference |
| Please provide additional detailed rationale on board structure and selection of board members. Please address the role of students and community in the decision making of the school. | Pages 3-4 |

### ***STANDARD 4 OF APPLICATION: MISSION STATEMENT***

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                             | Reference |
|---------------------------------------|-----------|
| Mission is meaningful and manageable. | Page 4    |
| Concerns and Additional Questions     | Reference |
| How will mission be measured?         | Page 4    |

### ***STANDARD 5 OF APPLICATION: EDUCATIONAL NEED***

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                   | Reference |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                                                             |           |
| Concerns and Additional Questions                                                                                                                                           | Reference |
| Though the application meets the description of educational need, more information is required as to how the charter school will enhance or expand the educational options. | Pages 5-7 |

### ***STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM***

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                | Reference                                                    |
|------------------------------------------|--------------------------------------------------------------|
| Application meets the standard criteria. | Pages 7-11, Attachments: School Calendar and Daily Schedule. |
| Concerns and Additional Questions        | Reference                                                    |
|                                          |                                                              |

### ***STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS***

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                | Reference   |
|------------------------------------------|-------------|
| Application meets the standard criteria. | Pages 11-12 |
| Concerns and Additional Questions        | Reference   |
|                                          |             |

## ***STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT***

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

### **Evaluation Criteria:**

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b> |
|-----------------------------------|-------------------------------------|---------------------------|
| <input type="checkbox"/>          | <input checked="" type="checkbox"/> | <input type="checkbox"/>  |

| <b>Strengths</b>                                                                                                                                               | <b>Reference</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                                                |                  |
| <b>Concerns and Additional Questions</b>                                                                                                                       | <b>Reference</b> |
| Application does not address how the curriculum alignment process will be achieved and professional development for teachers in Total Instructional Alignment. | Page 12          |

## ***STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA***

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

### **Evaluation Criteria:**

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                         | <b>Reference</b> |
|------------------------------------------|------------------|
| Application meets the standard criteria. | Pages 12-13      |
| <b>Concerns and Additional Questions</b> | <b>Reference</b> |
|                                          |                  |

## ***STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS***

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                                            | Reference |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                                                                                                      |           |
| Concerns and Additional Questions                                                                                                                                                                                    | Reference |
| Application does not address in detail a timeline for compilation and completion, as well as a plan for dissemination. Applicant must clarify the intention to also publish the annual report on the school website. | Page 13   |

## ***STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES***

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

| Does Not Meet the Standard          | Partially Meets the Standard | Meets the Standard       |
|-------------------------------------|------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> |

| Strengths                                                                                                                     | Reference   |
|-------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                                               |             |
| Concerns and Additional Questions                                                                                             | Reference   |
| The recruitment plan outlined does not meet the criteria.<br>Application does not address enrollment and application process. | Pages 14-15 |



## ***STANDARD 12 OF APPLICATION: STAFFING PLAN***

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

| Does Not Meet the Standard                                  | Partially Meets the Standard        | Meets the Standard           |
|-------------------------------------------------------------|-------------------------------------|------------------------------|
| <input type="checkbox"/>                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
| <b>Strengths</b>                                            |                                     | <b>Reference</b>             |
| The descriptors included were very detailed.                |                                     | Pages 15-19, Salary Schedule |
| <b>Concerns and Additional Questions</b>                    |                                     | <b>Reference</b>             |
| Application must include job description for board members. |                                     |                              |

## ***STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN***

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

### **Evaluation Criteria:**

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

| Does Not Meet the Standard                                                                                                                                                                                                                                                                                                                                                                                                                  | Partially Meets the Standard        | Meets the Standard           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------|
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     | <b>Reference</b>             |
| Financial reports and the school's annual budget will be posted online and translated copies will be provided for non-English speaking individuals. The application indicates that the school will hire a full-time General Business Manager. The application lists required qualifications and responsibilities of the General Business Manager. The application presents a balanced budget reflecting projected revenue and expenditures. |                                     | Pages 19-21, Budget Template |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                    |                                     | <b>Reference</b>             |
| The budget includes revenue from several grant sources that are not guaranteed funds. The application did not budget Enhancement Funding.                                                                                                                                                                                                                                                                                                   |                                     | Budget Template              |

## ***STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN***

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                      | <b>Reference</b> |
|-------------------------------------------------------------------------------------------------------|------------------|
| Annual audit will be conducted by the Division of Legislative Audit in compliance with Arkansas Code. | Page 21          |
| <b>Concerns and Additional Questions</b>                                                              | <b>Reference</b> |
|                                                                                                       |                  |

## ***STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES***

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

### **Evaluation Criteria:**

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                                             | <b>Reference</b> |
|------------------------------------------------------------------------------------------------------------------------------|------------------|
| The application assures that the school will participate in the Arkansas Public School Computer Network (APSCN) as required. | Page 21          |
| <b>Concerns and Additional Questions</b>                                                                                     | <b>Reference</b> |
|                                                                                                                              |                  |

## **STANDARD 16 OF APPLICATION: FACILITIES**

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

### **Evaluation Criteria:**

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
  - members of the local board of the public school district where the charter school will be located;
  - the employees of the public school district where the charter school will be located;
  - the sponsor of the charter school; and
  - employees, directors and/or administrators of the charter school.

| <b>Does Not Meet the Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------|
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>                                                  |
| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                     | <b>Reference</b>                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     |                                                                           |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     | <b>Reference</b>                                                          |
| Please provide additional information regarding classroom size, and altering facilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     | Pages 21-22, Attachment 8, Facilities Use Agreement, and Lease Agreement. |
| <b>Legal Review</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                                                           |
| <p>1. Any facilities used by the Applicant 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. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed facilities as well as compliance with health, safety, building and zoning laws.</p> <p>2. A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the Application is taken.</p> |                                     |                                                                           |
| <b>Charter School Site Visit Report Provided by the Division of Public School Academic Facilities and Transportation – Please refer to attachment 1.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |                                                                           |

## ***STANDARD 17 OF APPLICATION: STUDENT SERVICES***

The Student Services section should describe how the school will address services for its student body.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                      | Reference   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                                                                                                                |             |
| Concerns and Additional Questions                                                                                                                                                              | Reference   |
| Media Center and Transportation - Please clarify as to the partnership that has been established between the local library and the school, as well as the use of public transportation system. | Pages 22-24 |

## ***STANDARD 18 OF APPLICATION: STUDENT SERVICES***

This section should describe how the school will address food services for its student body.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                | Reference |
|--------------------------------------------------------------------------------------------------------------------------|-----------|
| Application meets the standard criteria.                                                                                 | Page 18   |
| Concerns and Additional Questions                                                                                        | Reference |
| In seeking to contract with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance. |           |

### ***STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT***

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                                              | Reference   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                                                                                                                                        |             |
| Concerns and Additional Questions                                                                                                                                                                                      | Reference   |
| Application does not involve parents in the academic achievement of the students. Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements. | Pages 24-25 |

## STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

### Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reference   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |
| Concerns and Additional Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reference   |
| Application does not include an explanation of waivers requested or a description of how the school will address any waivers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pages 25-28 |
| Legal Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |
| <p>a.) Ark. Code Ann. § 6-16-102 ("Length of School Day"): The Board may waive this requirement, subject to the following condition: The amount of instructional time may be increased beyond six (6) hours per day, but may not be decreased to less than six (6) hours per day.</p> <p>b.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-902, Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools, the Department's Rules Governing Highly Qualified Teachers, and the Department's Rules Governing Teacher Licensure:</p> <ul style="list-style-type: none"><li>• 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>.</li><li>• The ADE Rules 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.</li><li>• All teachers and school personnel must submit to the criminal background and central registry checks.</li></ul> <p>c.) ADE Rules Regarding Nutrition and Physical Activity Standards (Standards): The Board may also grant a waiver to those portions of the Standards involving Ark. Code Ann. § 6-16-132, but may not grant a waiver to those portions of the Standards involving Ark. Code Ann. §§ 20-7-133 – 20-7-135 (as those statutes do not fall under Title 6 of the Education Code, and the Board is without power to grant waivers involving laws or Rules not in Title 6 of the Education Code. <u>See</u> Ark. Code Ann. § 6-23-302.)</p> |             |



## ***STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES***

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### **Evaluation Criteria:**

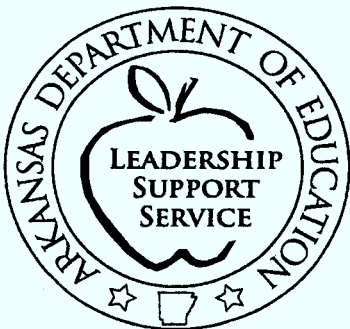
A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                                                        | <b>Reference</b>              |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Application meets standard criteria.                                                                                                    | Pages 28-30, Attachments 9-12 |
| <b>Concerns and Additional Questions</b>                                                                                                | <b>Reference</b>              |
| For complete information, please see forthcoming Desegregation Memos from the Arkansas Department of Education -General Counsel Office. |                               |

### ***ADDITIONAL COMMENTS:***



# ARKANSAS DEPARTMENT OF EDUCATION

## CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # \_\_\_\_\_ School Prism Education Center Date 9/15/2009

Address 3162 West 6th St. Fayetteville, AR Phone \_\_\_\_\_

Director Misty Newcomb E-Mail \_\_\_\_\_

School Contact (Name/Position) Misty Newcomb Phone \_\_\_\_\_

Facility is: \_\_\_\_\_ Proposed ☒ Existing \_\_\_\_\_ New Construction

### Required Inspections and Staff Training

1. Maintenance Procedures Manual \_\_\_\_\_
2. Training Manual \_\_\_\_\_
3. Fire Extinguishers Serviced Annually \_\_\_\_\_
4. Fire Extinguishers Inspected Monthly \_\_\_\_\_
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall \_\_\_\_\_
6. Fire Alarm System tested/inspected annually \_\_\_\_\_
7. Fire Drills Performed Monthly \_\_\_\_\_
8. Natural Gas Distribution System Inspected Annually \_\_\_\_\_
9. RPZ Valves Inspected Annually \_\_\_\_\_
10. Asbestos Surveillance up to Date \_\_\_\_\_
11. MSDS Sheets up to Date and Accessible \_\_\_\_\_
12. Hot Water Boiler/Heater \_\_\_\_\_

### Action Items (Follow-Up Required)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Specific Building Information**1. Building Name and LEA # \_\_\_\_\_ 2. Grade Configuration K-83. Facility Built Date (including additions): 2006 4. Walk-thru of facility conducted: YES

## 5. Items Checked:

|                                                                                         |                                                    |
|-----------------------------------------------------------------------------------------|----------------------------------------------------|
| <u>  X  </u> HVAC System                                                                | <u>      </u> Roofs                                |
| <u>      </u> Exit Lights                                                               | <u>      </u> Plumbing/ ADA Compliance             |
| <u>      </u> Hot Water Boilers & Heaters                                               | <u>      </u> Electrical System                    |
| <u>  X  </u> Doors/Windows                                                              | <u>      </u> Interior / Exterior Lighting         |
| <u>      </u> Emergency Lighting                                                        | <u>      </u> Floor Coverings                      |
| <u>      </u> Grounds Maintenance                                                       | <u>      </u> Fire Extinguishers                   |
| <u>      </u> Kitchen Equipment                                                         | <u>  X  </u> Fire Alarm                            |
| <u>      </u> Playground Equip.                                                         | <u>      </u> Stairwells                           |
| <u>      </u> Fire Sprinkler Systems                                                    | <u>      </u> Athletic Field Maintenance           |
| <u>      </u> Elevators & Wheelchair Lifts                                              | <u>      </u> Kitchen Hood Vent Suppression System |
| <u>      </u> Interior / Exterior Finishes                                              | <u>  X  </u> Masonry & Concrete Building Exteriors |
| <u>  X  </u> Sidewalks, Driveways, Parking Areas, & Pave                                |                                                    |
| <u>  X  </u> Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas |                                                    |
| <u>  X  </u> Food Service                                                               | (To be catered)                                    |

6. Building Comments: Building is an unfinished shell built in 2006. Complete built-out will be required.

---

---

---

---

---

---

---

## 7. Custodial (include equipment and storage):

|                                           |                                       |
|-------------------------------------------|---------------------------------------|
| <u>      </u> Storage Closets             | <u>      </u> Restrooms               |
| <u>      </u> Hallways/Classrooms/Offices | <u>      </u> Gymnasiums/Locker Rooms |

---

---

---

---

Summary of the General Condition of the Facility: Good. The facility is part of a strip shopping center.

There is a large parking area that is paved and marked for 40+ parking spaces.

An undeveloped part of the property is proposed as the playground area

---

Action Items (Follow-up required):

1. Permitting and inspections by the City of Fayetteville.

2. Certificate of Occupancy from the City of Fayetteville prior to opening.

3.

4.

5.

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative:  Position:

Comments

---

---

---

Distribution: Charter School Office    DPSAFT Project File  
Trism Education Center

Attachment 1

Application Cycle 2010

# Response to Evaluation

Prism Education Center

October 22, 2009

Arkansas Department of Education  
Dr. Mary Ann Brown  
Four Capitol Mall Room 105-C  
Little Rock, AR 72201

Dear Dr. Brown and State Board of Education,

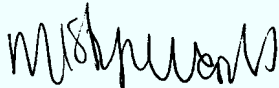
Thank you for your evaluation of the Prism Education Center Application for an Open Enrollment Charter School. Attached please find our written responses to the evaluation of our application by the Department of Education.

We have provided clarification for each area in which we did not fully meet the standard.

The standard we are addressing is listed in bold, followed by the specific comments by the Department of Education in italics. Our response follows.

Please contact us if you have any further questions.

Thank you,



Misty Newcomb  
Prism Education Center

RECEIVED  
OCT 23 2009

CHARTER SCHOOL OFFICE



**Prism Education Center  
Charter Evaluation Response**

**Standard 3: Governing Structure**

*Please provide additional detailed rationale on board structure and selection of board members. Please address the role of students and community in the decision making of the school.*

**Board Members**

The Board will be composed of five members from the Northwest Arkansas community. The structure of the board will include a President, Vice-President, Secretary and Treasurer. The primary priority for selection for board membership will be compatibility with the school's vision to decrease the achievement gap in the Northwest Arkansas region. Prism will seek to build a diverse board that serves as an asset to the school by recruiting individuals with backgrounds in business, management, education, as well as non-profit or public organizations.

**Community**

Prism recognizes the importance of the community in the development and sustenance of a public school. In addition to Board Membership, community members can participate in the school through formal and informal advisory capacity, volunteerism, strategic partnerships, and attendance at the annual meeting. Partnerships that have already been developed include:

- Behavioral and psychological services provided through Vista Health
- Volunteers provided through Retired Senior Volunteer Program
- Cooperative transportation system between Razorback Transit and Ozark Regional Transportation System
- Work Study students provided through the Work Study office at the University of Arkansas
- Educational Programs provided through the Washington County Conservation Agency
- Educational Programs provided through members of the Local Farmers Market
- Commitments from community members to assist the school in the development of the building and landscape and playground
- Partnerships with the Suzuki School of Music to develop Stringed Instrument Program for Students
- Commitments from Community Members and area agencies for Recruitment Efforts

**Students**

The school will have student ambassadors from different grade levels who serve as a student council. These students will be representatives for their grade level and report to an appointed staff member. That staff member will communicate student concerns to the school leader for consideration. Through weekly classroom meetings and general school assemblies held throughout the year the students will be involved in the decision making of the school.

#### **Standard 4: Mission Statement**

*How will mission be measured?*

The decrease in the academic achievement gap that exists between students from different social strata will be assessed and measured annually. Using the mandated state benchmark exams, Prism will monitor the progress and growth of the students as well as the achievement gap that exists between participants in the Free and Reduced Lunch Program and non-participants.

#### **Standard 5: Educational Need**

*Though the application meets the description of educational need, more information is required as to how the charter school will enhance or expand the educational options.*

There is not one issue that is primarily responsible for the persistent presence of an academic achievement gap between the different socioeconomic statuses. This gap is the result of the complex interactions of multiple factors that alone would not greatly impact the academic achievement of economically disadvantaged. However a combination of these factors results in major losses for these children.

As described in Standard 6 of our Charter Application, Prism Education Center designed their academic program to not only be accessible to low-income students, but to also address these deficits in the traditional academic programs offered. While the academic program specifically addresses those challenges which may be more applicable to low-income students, it is best practice for all children and therefore could be beneficial to children of any socioeconomic status.

Economically disadvantaged children are more likely to be exposed to stressors, crime and drugs and less likely to be exposed to cultural opportunities that help develop critical thinking and self-confidence (Brooks-Gunn, Duncan, & Aber, 2000; Rothstein, 2008; Trevino, 2009). Low-income children are less likely to be supervised during after school hours and more likely to be home alone (Hofferth & Jankuniene, 2001). There is a growing body of research emphasizing the emotional and social development of children as crucial to academic success. High levels of stress have been shown to impact memory capacity and concentration ability in economically disadvantaged students and are linked to reduced academic achievement of students from lower socioeconomic backgrounds (Berliner, 2009; Sanders, 2008; Evans & Schandberg, 2009).

As described in the educational program of our charter application, unequal access to summer learning opportunities accounts for up to two-thirds of the academic achievement gap between different socioeconomic statuses (Alexander, 2007). Low-income students lose on average two months of learning during the summer break while middle- and upper-income students actually make gains (Cooper, 1996; Alexander, Entwisle, Olson, 2007). Extended learning opportunities such as summer school and extended school day schedules and after school programs have been shown to mitigate many of the risk factors associated with poverty (Berliner, 2009).

The academic program enhances or expands the current educational options by addressing the above listed risk factors in the following ways:

- **Additional supports for families**
  - The school schedule has been adapted to meet the needs of 21<sup>st</sup> century families who may have to work beyond the typical 2:50 PM dismissal time of many of the local school districts. By providing a free after-school program, Prism will support the needs of poor and working class families who are less likely to be able to afford quality after school care. Through partnerships with local organizations, Prism will provide access to additional opportunities to students detailed below such as cultural opportunities, social programs, and mentoring opportunities.
- **An extended school year**
  - Prism Education Center will provide a 210 day school year that has been designed to limit an extended gap. For example, the typical elementary school in the local school district has a 10-11 week summer gap. The “continuous calendar” schools in the area still have an 8-9 week summer gap. The Prism summer gap is 17 school days. Since an extended gap accounts for approximately two-thirds of the gap that exists between different socioeconomic status (Alexander, 2007), neither a continuous calendar schedule nor a traditional school schedule fully meet the needs of lower income and working class families.
- **An extended school day**
  - The typical school schedule in the local district is one hour less than what would be offered at Prism Education Center. Additionally Prism provides a free after school program that extends the school day by 1.5 hours to 2.5 hours. Transportation will not be provided for students until 5:00 PM. This provides for a significant amount of additional instructional hours. The free after school program will be available to parents until 6:00 PM. The chart below illustrates the varying schedules that would be optional to Prism Families as compared to the options provided to students in the traditional system:

**Instructional Hours per Year**

|                                                                         | Local District                        | Prism Education Center |
|-------------------------------------------------------------------------|---------------------------------------|------------------------|
| Instructional Hours:<br>Mandatory School Day                            | 1,068                                 | 1,470                  |
| Instructional Hours:<br>After School Program<br>(3:30-5:00)             | Not Provided by the Local<br>District | 1,785                  |
| Instructional Hours:<br>Extended After School<br>Program<br>(5:00-6:00) | Not Provided by the Local<br>District | 1,995                  |

Students attending school at Prism Education Center will be given up to **187%** of the instructional time provided by the traditional schools.

- **Access to high quality cultural activity involvement less likely to be available to individuals of lower socioeconomic status**
  - Prism has partnered with Suzuki School of Music to develop group and individualized lessons for students in the area of stringed instruments. Additionally Prism is working with a group of Professors and Masters Students in the area of Fine Arts and Arts Education, as well as local artists, in developing a Fine Arts Program in which students can be engaged.
- **Providing Early and Aggressive Interventions**
  - In an attempt to avoid the “wait to fail” model, Prism will use the Response to Intervention (RtI) approach of diagnosing and providing early intervention to reduce the chance that a student would be inappropriately identified as having a learning disability or “falling through the cracks”.
  - As outlined in section 6 of the Prism charter application, instruction will be guided by assessments such as Computerized MAP assessments, NWEA, and Developmental Reading Assessment to ensure there are no gaps in instruction.
- **Increased Parental Involvement**
  - Prism recognizes that parents play a vital role in the success of their child’s academic success. The target population of the proposed school typically does not have high attendance rates at school meetings. However these parents do attend functions such as school plays, choir concerts, etc. in which their children are engaged. As outlined in section 19 of our charter, monthly meetings will be hosted by a different grade in order to provide an incentive for parental attendance. The grade level hosts will have a short production or art display at the school which will be followed up by a short meeting that is strategically designed to engage parents in student’s academic achievement.
  - In following the models of the schools listed in section 6 of the charter application, the Prism Educators will conduct home visits to establish a positive relationship with parents at the beginning of the year. Additionally, Prism Educators will maintain ongoing, positive parental relationship through phone calls, personal notes, and emails when accessible to parents to maintain a positive relationship. If necessary, home visits will continue through the school year.
  - Goal sheets will be sent home with students weekly as outlined in section 10 of this charter application. These sheets will inform parents of student’s weekly progress and provide any behavior related information necessary.
  - As outlined in Section 12, the school will retain the services of a Case Manager through Vista Health to assist families whose needs exceed the support offered by the typical school system in the development of an extended network of resources and support.
- **Culture of Achievement and Character Based Academic Process**
  - As outlined in Part B, students at the school will also be exposed to a character based academic process inside the context of a culture of achievement. Prism Education

Center intends to teach to the “whole child” and place a high priority on integrating social-emotional skills in the everyday classroom experiences of our students as part of a character based academic process. The purpose of such programs are to embed factors that contribute to resiliency in the child’s environment in order to act as a buffer from stressful circumstances which typically have negative consequences for the child academically and socially.

- Since research has shown that learning is best done in a cooperative and safe environment alongside trusted individuals Prism Education Center will highly prioritize creating a positive school culture that is cooperative, inclusive and appreciative of diversity. Not only are these skills that must be learned to function in the 21<sup>st</sup> century, but they are absolutely essential for children to make progress academically. Through an emphasis on cooperation, empathy, social responsibility, diversity, and teamwork students will be empowered to create an environment that is safe for their peers.
  - There have been several successful charter school models that have been effective at increasing the academic achievement of low-performing students that have included mandatory student service projects as a component for their academic curriculum. These service projects provide a beneficial opportunity to students, especially at the Middle School Level, to become contributing members to society. These service projects provide an alternate to risky behavior that often occur in peer group settings such as underage smoking or drinking, vandalism, and fighting. According to the Youth Risk Behavior Survey (YRBS), Arkansas teens were above national average in their participation in the many risk behaviors listed above. In addition to providing an alternative choice to negative options, these school and community service projects also provide the opportunity for students to take pride in being contributing members of the school and society and develop a positive peer identity and sense of belonging with the students and teachers they serve alongside.
  - Like all of the model schools observed throughout the planning process and listed in the Charter Application, Prism will provide a goal oriented academic process which holds students accountable to very high expectations. These high expectations will be embedded in the general culture and language of the school and posted at a visible level in all parts of the school building.
- In addition to these major components Prism will additionally offer the following unique aspects:
    - Uniforms
    - Second Language Acquisition from Kindergarten
    - Intense Focus on Professional Development of the Teachers

## **Standard 8: Curriculum Development and Alignment**

*Application does not address how the curriculum alignment process will be achieved and professional development for teachers in Total Instructional Alignment.*

Initially, Prism will establish a leadership team of appropriate stakeholders which may include administrators, teachers, instructional assistants and parents. This leadership team will use assessments, Arkansas Curriculum Frameworks, and Total Instructional Alignment Curriculum Documents to align curriculum in the areas of Literacy, Math, Science and Social Studies both horizontally and vertically.

The teachers will initially receive training regarding how to plan instruction and assessment using Total Instructional Alignment Pacing Guides. Professional Development will be ongoing. The implementation of curriculum will be monitored through periodic walkthroughs, observations, grade-level meetings or subject area meetings.

Quarterly the leadership team will review assessments which may include Northwest Evaluation Association, computerized MAP assessments, Development Reading Assessment (DRA), and Dynamic Indicators of Basic Early Learning Skills (DIBELS) to identify strengths and weaknesses. These assessments will be used to target continuing professional development for teachers.

Each year the leadership team will review the school's curriculum to ensure that it is aligned to the Arkansas Department of Education Curriculum Frameworks. The leadership team will assess student results from the state mandated exams and revise the curriculum as necessary to address any assessed weaknesses.

## **Standard 10: Annual Progress Reports**

As stated in the initial charter application of Prism Education Center, it is our intention to comply with all aspects of the Arkansas Law regarding completion and compilation of an annual report to stakeholders of the school. Such compliance assumes that the school will assess the academic progress of its students, including participation in the Arkansas Comprehensive Testing and Accountability Program (ACTAAP) as outlined in Section 7 of the Prism Charter Application as well as information from the School Report Card.

Such compliance also assumes the proposed charter will share information with parents and the surrounding community through an annual report to the public by November 15 in a newspaper with general circulation in the community in accordance with state law. Additionally the Board of Directors will hold a public meeting by November 15 to review and discuss the annual report and the progress the school has made towards stated goals.

In addition to documenting student progress in relation to past goals, the school will also revise goals annually to reflect new goals that school intends to meet.



Assuming that some of the community stakeholders may not read the paper or attend the meeting, the annual report of the school will be published online in order to promote transparency in a similar manner to other local school districts.

Throughout the year the school will keep parents abreast of student progress using methods outlined in Section 10 of the Charter Application.

#### **Standard 11: Enrollment Criteria and Procedure**

*The recruitment plan outlined does not meet the criteria. Application does not address enrollment and application process.*

Prism will take the following steps to ensure that an equal opportunity is presented for all parents and students to learn and apply to the school:

- Post flyers and notices in local supermarkets, doctor's offices, community centers, apartment complexes
- Visit local organizations and leave fliers where appropriate (in both English and Spanish)
- Canvas neighborhoods
- Place ads in the newspaper in both English and Spanish
- Establish and maintain partnerships with local agencies
- Conduct parental information sessions to inform parents and students of school

Any student in grades K-8 who meet current state attendance guidelines can enroll at Prism Education Center. In accordance with Arkansas Code Annotated, Section 6-23-306 (6), admission will not be based on gender, national origin, race, ethnicity, religion, disability or athletic or academic eligibility.

The charter school will use a random anonymous lottery for the selection of students in the event that the number of applications submitted exceeds the slots available for enrollment. In accordance with Arkansas Code, Annotated, (14)(C), Prism Education Center will allow an enrollment preference for (a)(1) Children of the founding members of Prism Education Center that does not (a)(2) exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school and (2) siblings of students currently enrolled in the open-enrollment public charter school.

The application period will end in June. No students will be accepted in year one until the application periods has ended. If the number of students applying is fewer than the available seats, the school will accept all applicants and may accept applications and enroll additional students until the maximum number is admitted. If the number of applicants to the school exceeds capacity, the school will use a random lottery to select students until the maximum number is admitted.

In year two and each following year, the school will admit no pupils, with the exception of those for whom the law allows preferential admittance, until the application period has ended. If the number of students applying is fewer than the available seats, the school will accept all applicants and may accept applications and enroll additional students until the maximum number is admitted.

Should a student leave, and a mid-year vacancy become available, the school will pull from remaining names in lottery first. If there are no names in lottery, the school will allow new applicants to enroll.

### **Standard 12: Staffing Plan**

*Application must include job description for board members.*

#### **Board Members**

The Board will maintain a structure similar to that of traditional public schools and will remain in compliance of the law with the exception those laws or standards for which a waiver has been approved. The Board will be composed of a President, Vice President, Secretary and Treasurer.

#### **Responsibilities:**

- Comply with all aspects of Arkansas Public School Law and Standards for Boards of Education
- Conduct monthly meetings and special meetings should circumstance mandate such a meeting
- Manage policy-related issues
- Give final authorization for annual budget prepared by Executive Director
- Review expenditures and revenue
- Approve the hire or termination of employees
- Recruit and orient new board members as needed
- Ensure legal and ethical accountability
- Promote positive relationships within the community
- Conduct Annual Meeting and ensure Annual Report is presented to the community
- Provide assistance in fundraising
- Review curriculum to ensure compliance with school's mission and legal requirements
- Review academic progress and ensure such progress is appropriately communicated to students, parents, educators, and community
- Oversee facilities and equipment needs and ensure appropriate provisions are made for such needs

### **Standard 13: Business and Budgeting Plan**

*The budget includes revenue from several grant sources that are not guaranteed funds. The application did not budget Enhancement Funding.*

Please note that the grant sources were listed to provide information for the DOE pertaining to other sources from which the proposed charter school would seek funding should the application be approved. However, the budgeted income from State Public Charter School Aid combined with income from the Federal Food Program and Paid Meal Revenue exceeds the total amount budgeted for expenditures. Without the non-guaranteed grant sources, the budget would still be balanced as is.

Enhancement Funding was not authorized in the Public School Fund Budget for the 2010-2011 school year. While the funding is available for the current school year, it will no longer exist when the proposed charter school opens. However, should the Enhancement Funding be reauthorized, Prism will incorporate the additional funds into the proposed budget.

**Standard 16: Facilities**

*Please provide additional information regarding classroom size and altering facilities.*

Prism will meet the requirements of IDEA, ADA, and all Health and Safety provisions. In addition Prism will meet all applicable space and quality requirements for charter schools in Arkansas.

**Standard 17: Student Services**

*Please clarify as to the partnership that has been established between the local library and the school, as well as the use of public transportation system.*

**Media Center:**

The limited supplemental visits described to the Fayetteville Public Library would consist of classroom trips to the Library as often as once per quarter per classroom. In July, this was discussed with the Youth Services Director at the Fayetteville Public Library (FPL). While the FPL is a free service provided to the general public and can be utilized in by any group at anytime, the preference of the staff would be for no more than one classroom to attend at a time. The preferred time of day would be between 1-3PM in the afternoon on Tuesdays. These visits would enable the school to meet the four specific Objectives from the Arkansas Curriculum Frameworks that could not be met in the classroom libraries.

**Public Transportation System:**

There are 2,714 children between the ages of 6-13 within a 3 mile radius of the proposed school building. It could be assumed that many of these children will be transported to school by their parents. However to ensure accessibility to as many students as possible, Prism chose to provide an optional transportation system.

Ozark Regional Transit (ORT) is a public transportation system servicing Washington and Benton Counties. The company has agreed to assist the school in meeting the transportation needs of its students. ORT provides transportation in many of the subsidized housing units as well as generally accessible areas such as Wal-Mart Supercenters, the University, the Northwest Arkansas Mall, and other grocery stores in the area. Razorback Transit services only those areas immediately accessible to the University of Arkansas students.

At the beginning of the school year or upon enrollment, parents would communicate their preference to utilize public transportation to the administration. Administrators or teachers would assist parents in finding the most accessible bus route to the student. There are four bus routes that run during the early morning hours that would provide access to the school. Each bus route has approximately four major stops. Once the school administration knows the buses which Prism students are using, a staff member will be assigned to that bus in the morning and afternoon. This is an ideal job for the work study students provided by the University of Arkansas as this is during non-school hours and limited to 2-3 hours per day or trained volunteers.

ORT charges a flat monthly rate per student between \$20-\$24. The months of June, July, and August there would be no charge as ORT has a grant for transporting students during these months. Razorback Transit would provide these services free of charge.

## **Standard 19: Parental Involvement**

*Application does not involve parents in the academic achievement of the students. Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements.*

Prism recognizes the vital role parents play in the academic achievement of their student. As a school of choice, Prism is uniquely positioned to foster a more intense partnership between parents, students and staff to create a higher level of student achievement. The Prism Educators will engage parents in their academic achievement of their students through home visits, phone calls, and newsletters in addition to parent-teacher conferences and monthly meetings. Below describes in more detail the manner in which Prism intends to include parents in the involvement of academic program of their students.

Monthly meetings described in Section 19 of the charter application will provide a forum for parental involvement in the academic program of the students. These monthly meetings as well as the home visits previously described, parent newsletters, weekly goal sheets, biannual parent teacher conferences, report cards, annual meetings and annual reports described in section 10 of this Charter Application as well as Response to Intervention documentation, will be used to inform parents of the following:

- What students will be learning
- How students will be assessed
- What parents should expect for their child's education
- How a parent can assist and make a difference in his or her child's education

These tools will also be used to provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. The cultural activities will also be used to assist parents in engaging in other activities to help parents assist in his or her child's learning. Prism is currently working with other agencies to create opportunities for parental involvement and family or community nights at the school.

Professional Development will be provided for teachers, administrators and all support staff regarding parental involvement. Prism will remain in full compliance with the all state and federal laws regarding parental involvement.

## **Standard 20: Waivers**

*Application does not include an explanation of waivers requested or a description of how the school will address any waivers.*

In order to maintain the flexibility necessary to provide the educational program detailed in section 6 of this application, waivers for the following Rules, Standards, and/or Laws are requested.

**Prism Education Center is requesting flexibility in the compensation structure for teachers. Therefore, we are requesting a waiver from the Education Excellence Trust Fund requirement which specifies that any increase in Trust funds must go to salary increases for current certified personnel positions. Prism wishes to implement an alternative method of determining teachers' salaries.**

A.C.A. 6-5-307(d)

Education Excellence Trust Fund, Act 2165 of 2005

**In order to implement our research based curriculum, Prism finds it necessary to increase instructional hours for their students by extending the school day and school year. Therefore the following waivers have been requested.**

A.C.A. 6-16-102

A.C.A.6-10-106 Uniform Dates for beginning and end of school

**Arkansas History will be incorporated into the curriculum, but not necessarily through dedicated courses.**

A.C.A. 6-16-124 Arkansas History

Standards: Section 9.03.3.11 Arkansas History

**The school intends to provide at least 200 minutes of planning time per week for its teachers but requests more flexibility in how that planning time is allocated.**

A.C.A. 6-17-111

A.C.A. 6-17-114

**Prism will establish its own discipline policies in compliance with due process and all applicable legal requirements. However Prism seeks to create greater flexibility in establishing these policies than is allowed under the following laws.**

A.C.A6-18-502 Student discipline policies

**A.C.A.6-18-503**                      **Written student discipline policies requirement**

**A.C.A.6-18-504** Compliance with Arkansas student discipline policies

**The nature and purpose of the school is to address students who do not fit inside traditional public school environment, as a result the entire focus of the school is an alternative learning environment. Should a child need more extensive services than those offered at the Prism Charter School, a partnership has been established with Vista Health Services Therapeutic Day Treatment (see charter application) that will provide such services.**

A.C.A 6-18-508 Alternative learning environment

**At the current time, the school's proposed student teacher ratios are at or under state limits as outlined in Standard 10.02. However, as remediation is provided and gaps in academic attainment are decreased, the school requests to reserves the right to exceed ratios as research has not shown class size to impact academic achievement.**

**Standards: Section 10.02** **Class Size and Teaching Load**

**College preparation will be an emphasis at Prism and as such will include career education. However, Prism requests more flexibility in how this is implemented and by whom it is taught.**

A.C.A.6-18-1009 Career development

**Prism wishes to provide extracurricular activities to their students and as outlined in the charter, will do so in a greater extent than that which is provided in the traditional public school system. However, the school would like to request a waiver in regard to how these activities are provided in order to ensure the flexibility necessary to provide the type of academic program Prism has proposed.**

Standards: Section 10.05                      Extracurricular Activities

Standards: Section 10.06                      Requirements for participation in extracurricular activities

**Prism will provide enriching educational opportunities that are appropriate to students' ability, but requests more flexibility in how these enrichment opportunities are provided.**

Standards: Section 18.0                      Gifted and Talented Education

**The proposed school is designed to provide supplementary educational opportunities. However, flexibility in how those opportunities will be provided is requested. Therefore a waiver is requested for this standard.**

Standards: Standard 19.0                      Supplementary Educational Opportunities

Opportunities for Qualified Students in Courses at Institutions of Higher Education

**Prism Education Center will utilize diverse instructional materials which provide instructional practice and support for the appropriate state curriculum frameworks. The instructional materials utilized will appropriately match the achievement levels and instructional needs of the students. Therefore, Prism Education Center wants to use greater flexibility in the selection of instructional materials than the current Rules Governing the Purchase of Instructional Materials allow.**

Rules Governing Purchasing of Instructional Materials

**As this rule no longer appears to be applicable to the proposed school, a waiver is requested.**

Rules and Regulations to Implement the Appropriation for the Students at Risk, K-3

**As Prism will not be serving high school students, this appears to be unnecessary for our students, therefore a waiver is requested.**

Regulating Common Core System

**In order to ensure stable leadership which holds the same vision that is consistent with that which is written in this charter Prism Education Center desires to have a self-appointing, perpetuating Board. The following rules, standards, and/or codes are requested.**

A.C.A. 6-13-608                      Length of Director's Terms

A.C.A. 6-13-611                      Vacancies Generally

A.C.A. 6-13-616                      Qualifications of Directors

A.C.A. 6-13-630 et seq.

Applicability of General Election Laws



**While the school has no intention to fill all teaching positions with non-certified teachers, the school wishes to reserve the option of hiring highly qualified teachers, administrators, and support staff regardless of licensure status, as provided by regulatory guidance for charter schools under No Child Left Behind. Due to the unique calendar of the school, non-licensed individuals may not be able to participate in the three week mandatory course to obtain non-traditional licensure status. The school will however ensure that a mentor and training are provided for non-licensed teachers to ensure qualified teachers are in every classroom. Due to the performance based nature of charter schools, we are seeking a waiver of certification requirements understanding our teachers, certified or not, will meet Highly Qualified Requirements as allowed by Federal Law.**

|                          |                                                                                                                                                              |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A.C.A. 6-15-1004         | Qualified Teachers in Every Public School Classroom                                                                                                          |
| A.C.A.6-17-301           | Employment of certified personnel                                                                                                                            |
| A.C.A. 6-17-302          | Public school principals-Qualifications and responsibilities                                                                                                 |
| A.C.A.6-17-309           | Certification-waiver                                                                                                                                         |
| A.C.A.6-17-401, 402, 403 | Teacher's license requirement                                                                                                                                |
| A.C.A. 6-17-404,408,419  | Teacher's license requirement                                                                                                                                |
| A.C.A.6-17-418           | Teacher certification-Arkansas history requirement                                                                                                           |
| A.C.A.6-17-902           | Definition of a Teacher                                                                                                                                      |
| A.C.A.6-17-2302          | Business Managers                                                                                                                                            |
| A.C.A.6-17-919           | Warrants void without valid certificate and contract                                                                                                         |
| A.C.A 20-7-135           | Nutrition and Physical Activity Standards-Implementation and Act 29 of the Second Extraordinary Session, 2003                                                |
| Standards: Section 15    | Personnel: Specifically Section 15.01 (School District Superintendent), Section 15.02 (Principals), Section 15.03 (Teacher Classroom and Licensure Sections) |

Rules Governing Highly Qualified Teachers

Rules Governing Physical Education Course Credit for Organized Physical Activity Course

Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

Rules Governing Teacher Classroom and Licensure

Rules Regulating Visual Art and Music Instruction

Rules Regarding Nutrition and Physical Activity Standards

**Given that the school's charter may be revoked for nonperformance, the school wishes to reserve the same right for the timely dismissal of employees who are impeding the academic progress of students.**

|                                    |                                                                 |
|------------------------------------|-----------------------------------------------------------------|
| A.C.A. 6-17-201                    | Personnel Policy Requirement                                    |
| A.C.A. 6-17-203                    | Committee for each school district (Personnel Policy Committee) |
| A.C.A.6-17-1501 through 6-17-1510  | Subchapter15 Teacher Fair Dismissal                             |
| A.C.A.6-17-1701 through 6-17-1705  | Subchapter 17 Public School Employee Fair Hearing Act           |
| Rules Governing Teacher Evaluation |                                                                 |

**The school intends to provide compensation that is competitive with other local public and private schools. However it reserves the right to determine specific salary schedules. A teacher who seeks employment with the school is assumed to have given approval for participation in compensation plan. Therefore, waivers from the following rules, standards, and/or codes are requested.**

|                 |                                                                                   |
|-----------------|-----------------------------------------------------------------------------------|
| A.C.A.6-17-908  | Teacher’s Salary Fund                                                             |
| A.C.A. 6-17-807 | Additional days                                                                   |
| A.C.A.6-17-2301 | Requirement of written personnel policies including<br>classified salary schedule |
| A.C.A.6-17-2403 | Minimum teacher compensation schedule                                             |

Rules Governing Certified Staff Salary Schedules

Rules Governing Waivers of Minimum Salaries for Certified Personnel

Act 847 of 2007 Concerning Public School Certified and Classified Employee Alternative Pay Programs

**The intent of these following rules, laws, and/or standards may be met through cooperative and/or contractual agreements with mental and physical health providers, libraries, and museums or other partnerships with private or public organizations in the community.**

|                          |                                                                                                                                 |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| A.C.A.6-25-101 et. Seq   | Public School Library Media and Technology Act<br><i>Specifically volume and media specialist requirement.</i>                  |
| Standards: Section 11.03 | Early Childhood Education Programs                                                                                              |
| Standards: Section 16.0  | Support Services: Specifically 16.01.3 (Counselor), 16.02.3<br>(Library Media Specialist) and 16.02.4 (School Media Collection) |
| Standards: Section 21.0  | Auxiliary Services                                                                                                              |

Rules Governing Public School Student Services

Rules Regarding Eye and Vision Screening

Application Cycle 2010

# Additional Documents Received by ADE

Prism Education Center

Arkansas Department of Education  
Four Capitol Mall, Suite 105C  
Little Rock, AR 72201

RECEIVED  
AUG 28 2009

August 25, 2009

CHARTER SCHOOL OFFICE

To Whom It May Concern,

I would like to express my enthusiastic support of the proposed Prism Education Center. I recognize the importance of community collaboration as a key driver for decreasing the academic achievement gap that exists among children from economically disadvantaged backgrounds. I look forward to participating in collaborative efforts with Prism Education Center to develop a community based network of support for these students and families. Should the school be approved, I will look forward to discussion of possible collaborative partnerships.

I truly believe that this opportunity will help these children not only achieve academically, but also become contributive and participative members of society.

Sincerely,



David D. Fender  
RTD Ventures, LLC

Arkansas Department of Education  
Four Capitol Mall, Suite 105C  
Little Rock, AR 72201

August 25, 2009

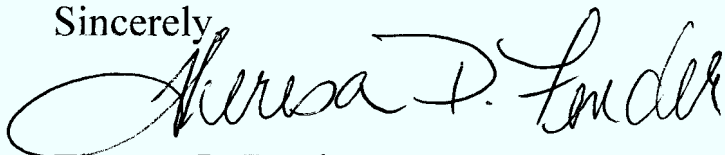
RECEIVED  
AUG 31 2009  
CHARTER SCHOOL OFFICE

To Whom It May Concern,

I would like to express my enthusiastic support of the proposed Prism Education Center. I recognize the importance of community collaboration as a key driver for decreasing the academic achievement gap that exists among children from economically disadvantaged backgrounds. I look forward to participating in collaborative efforts with Prism Education Center to develop a community based network of support for these students and families. Should the school be approved, I will look forward to discussion of possible collaborative partnerships.

I truly believe that this opportunity will help these children not only achieve academically, but also become contributive and participative members of society.

Sincerely,

A handwritten signature in black ink, reading "Theresa P. Fender". The signature is fluid and cursive, with a large loop at the beginning of the first name.

Theresa P. Fender  
HA Ventures, LLC

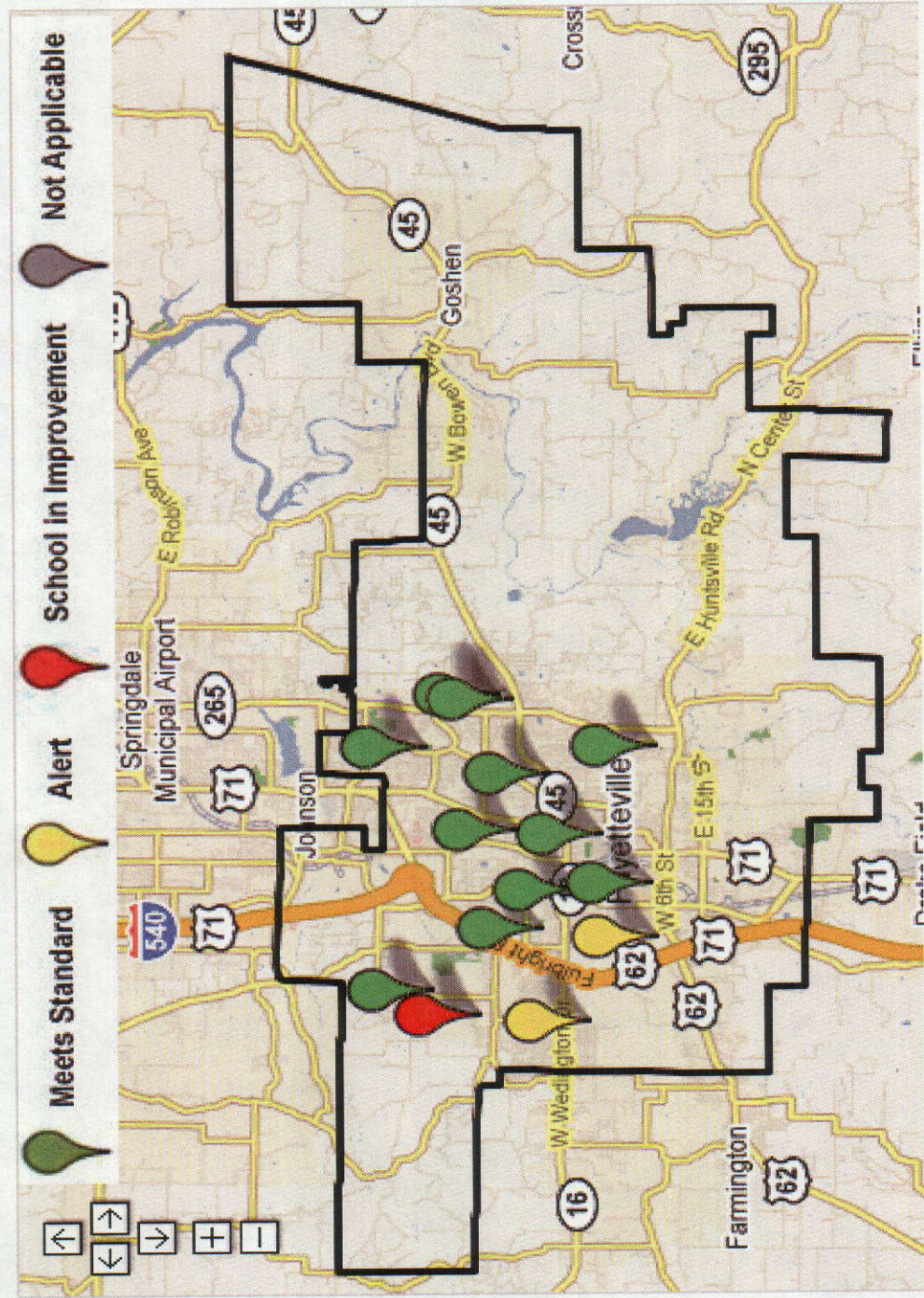


# Prism Education Center





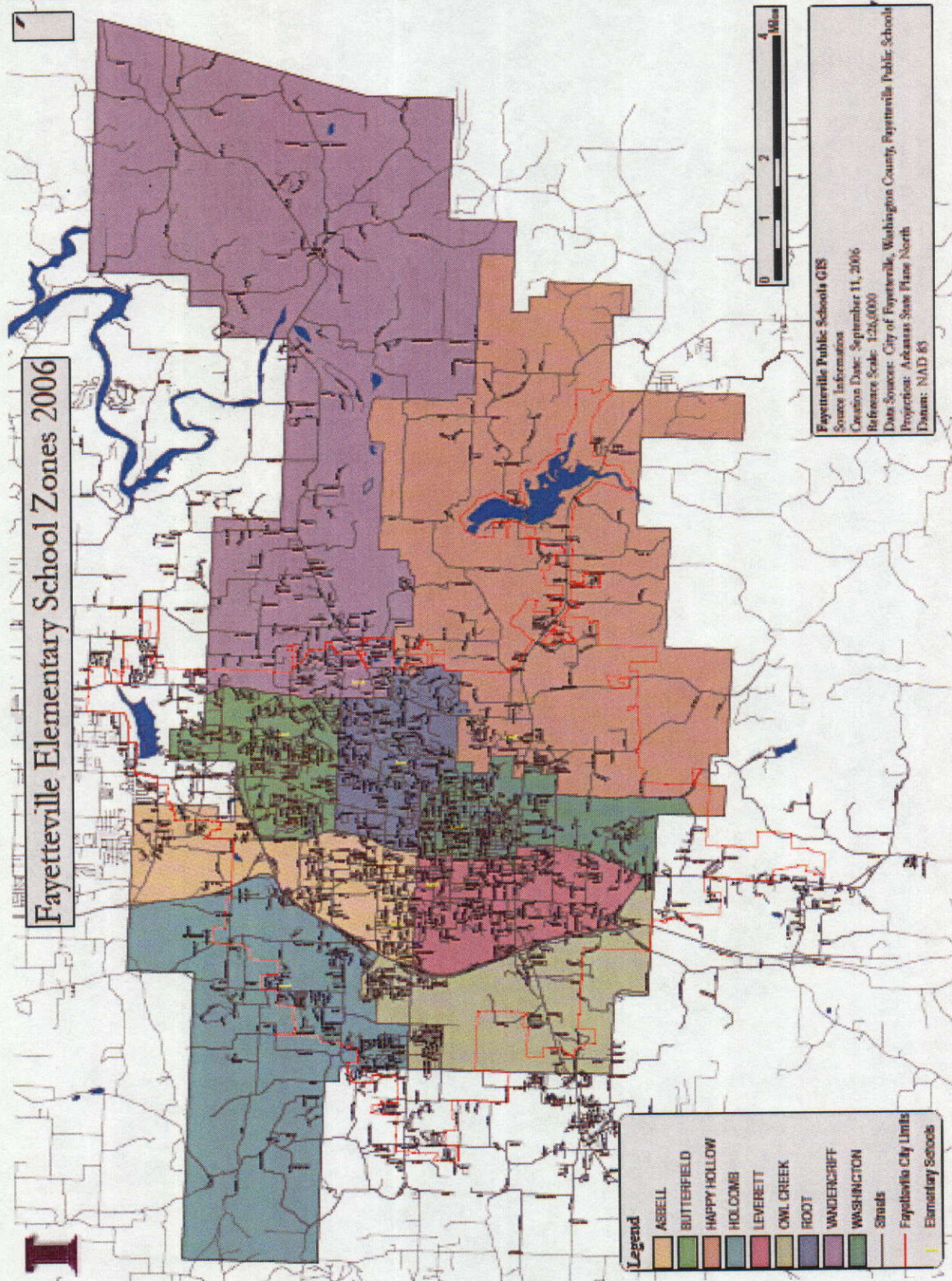
# School Performance Information





I

# Fayetteville Elementary School Zones 2006



- Legend**
- ASBELL
  - BUTTERFIELD
  - HAPPY HOLLOW
  - HOLCOMB
  - LEVERETT
  - OWL CREEK
  - ROOT
  - WANDENREFF
  - WASHINGTON
  - Strads
  - Fayetteville City Limits
  - Elementary Schools

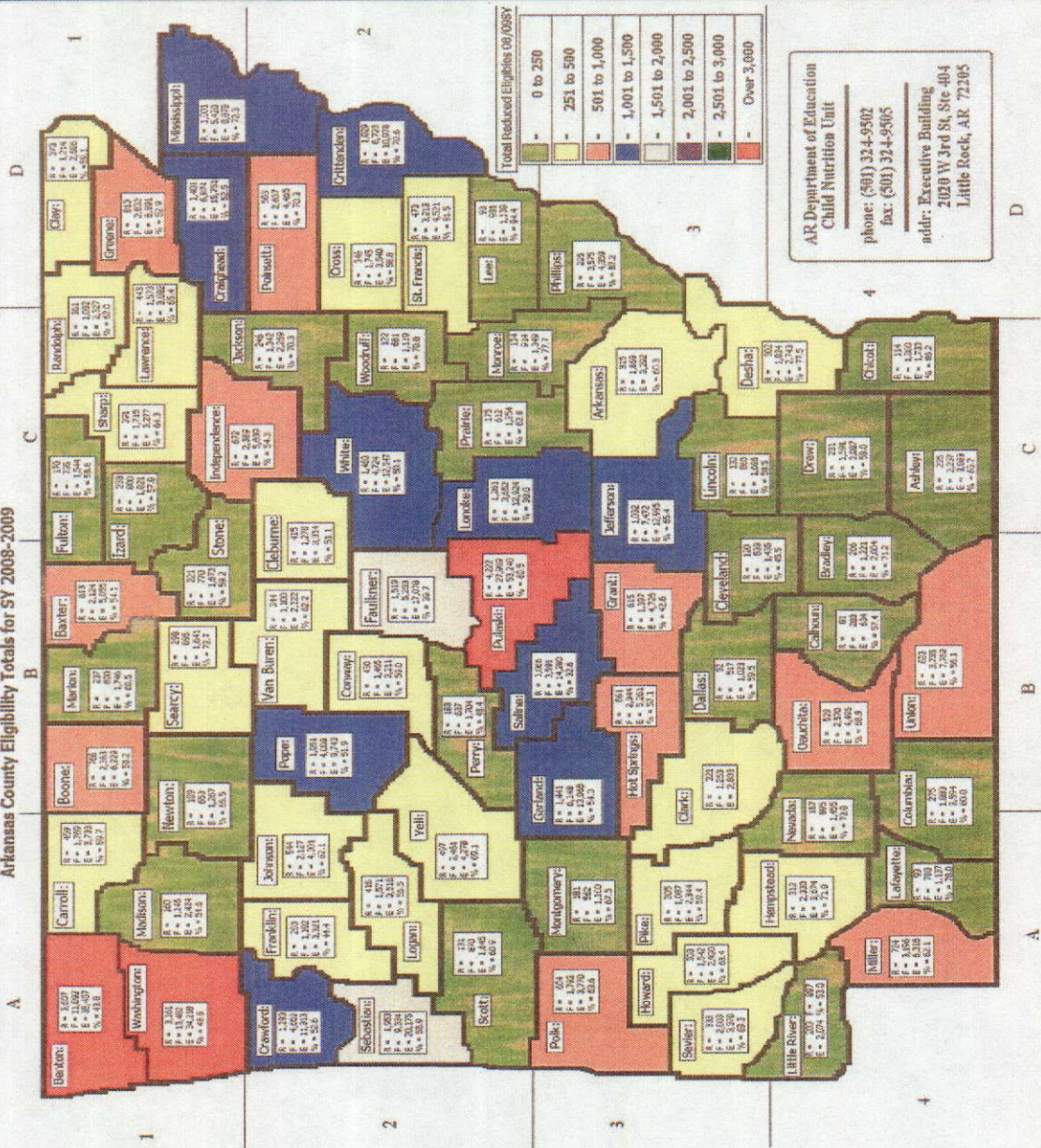


Fayetteville Public Schools GIS  
Source Information  
Creation Date: September 11, 2006  
Reference Scale: 1:25,000  
Data Source: City of Fayetteville, Washington County, Fayetteville Public Schools  
Projection: Arkansas State Plane North  
Datum: NAD 83

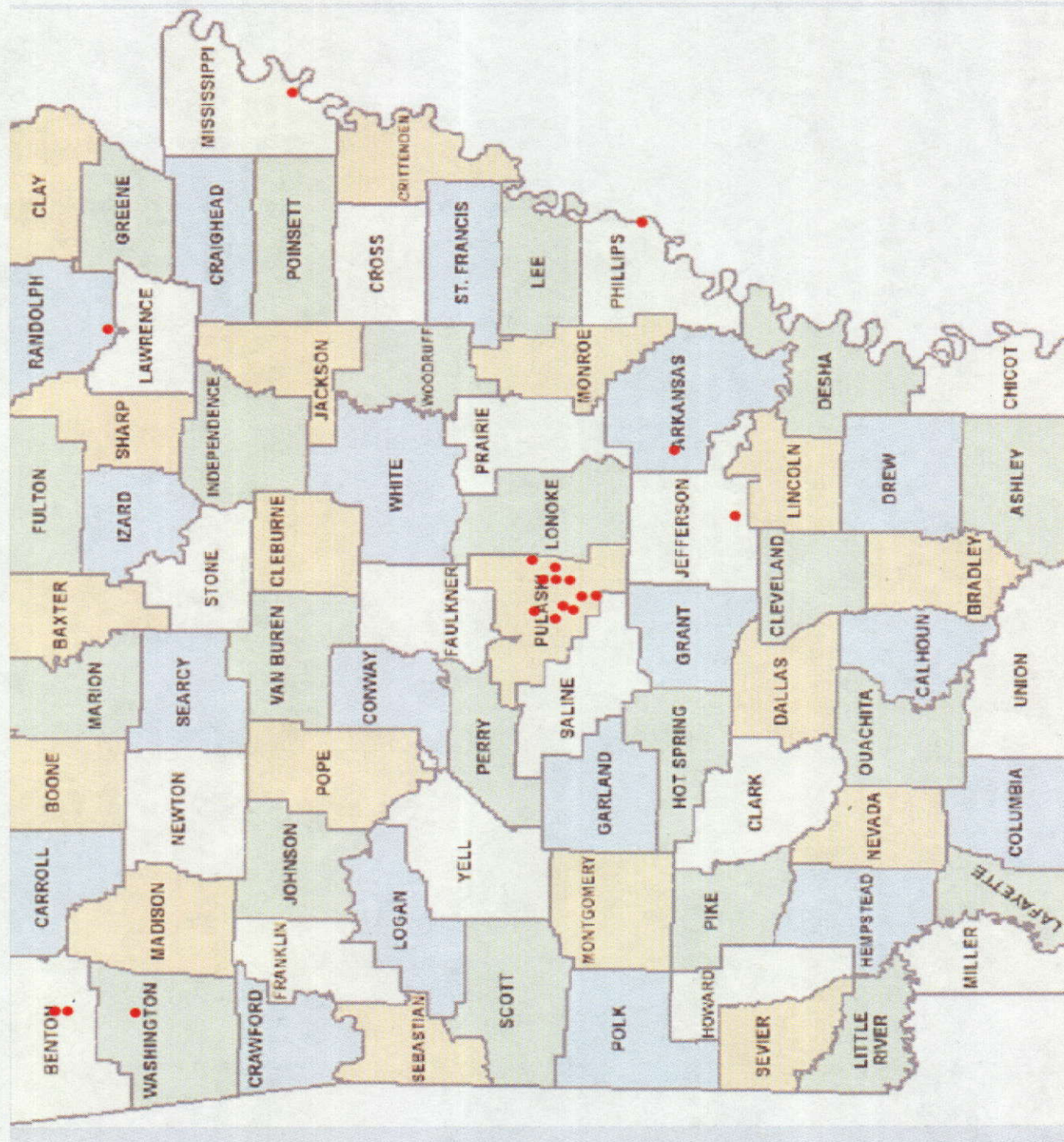


# Free and Reduced Lunch Participant Map

Arkansas County Eligibility Totals for SY 2008-2009









# Literacy Loss/Gains After Summer Break

| Income Level | After 1 <sup>st</sup> Grade | After 2 <sup>nd</sup> Grade | After 3 <sup>rd</sup> Grade | After 4 <sup>th</sup> Grade | Total |
|--------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------|
| Low          | -3.67                       | -1.70                       | 2.74                        | 2.89                        | 0.26  |
| Medium       | -3.11                       | 4.18                        | 3.68                        | 2.34                        | 7.09  |
| High         | 15.38                       | 9.22                        | 14.51                       | 13.38                       | 52.49 |



# Instructional Hours Provided

|                                                                      | Local District | Prism Education Center |
|----------------------------------------------------------------------|----------------|------------------------|
| Instructional Hours<br>Mandatory School Day<br>7:30-3:30             | 1,068          | 1,470                  |
| Instructional Hours<br>After School Program<br>3:30-5:00             | NA             | 1,785                  |
| Instructional Hours<br>Extended After School<br>Program<br>5:00-6:00 | NA             | 1,995                  |





Application Cycle 2010

# ADE Hearing Letter

Friends Academy of the Health and Environmental Sciences



# ARKANSAS DEPARTMENT OF EDUCATION

October 23, 2009

**Dr. Tom W. Kimbrell**  
*Commissioner*

**State Board  
of Education**

**Dr. Naccaman Williams**  
*Springdale  
Chair*

**Jim Cooper**  
*Melbourne  
Vice Chair*

**Sherry Burrow**  
*Jonesboro*

**Brenda Gullett**  
*Fayetteville*

**Sam Ledbetter**  
*Little Rock*

**Alice Mahony**  
*El Dorado*

**Dr. Ben Mays**  
*Clinton*

**Toyce Newton**  
*Crossett*

Dr. George T. Blevins, Jr.  
Friends of the Environment, Inc.  
P. O. Box 164224  
Little Rock, AR 72216

Re: Notice of Appeal/State Board Meeting  
Friends Academy of Health and Environmental Sciences Charter School

Dear Charter Applicant and Affected School District:

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Little Rock School District will occur at the State Board's meeting of November 10, 2009. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.

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

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 2:00 p.m. on October 29, 2009. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

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

Sincerely,

*Tripp Walter*  
Tripp Walter  
Interim General Counsel

TW/slr

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader  
Dr. Charles Watson, State Board Office  
Superintendent Dr. Linda Watson, Little Rock School District  
School Board President Charles Armstrong, Little Rock School District

**ARKANSAS STATE BOARD OF EDUCATION  
POLICY AND PROCEDURES FOR HEARING  
CHARTER SCHOOL APPLICATIONS AND APPEALS**

- 1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school to the State Board. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.
- 4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the application or appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Application Cycle 2010

# Appeal Letter

Friends Academy of the Health and Environmental Sciences



***Friends Of The Environment, Inc.***

P. O. Box 164224, Little Rock, AR 72216 Phone (501) 920-3586 Fax (501) 374-8183 email: friendsacademy@ymail.com

October 7, 2009

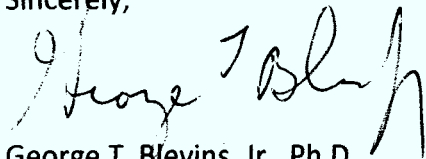
Dr. Mary Ann Brown  
Charter School Liaison  
Arkansas Department of Education  
#4 Capitol Mall Room 404A  
Little Rock, AR 72201

Dear Dr. Brown,

We received notification that at their September 24, 2009 meeting, the Little Rock School Board of Directors voted to oppose the Friends Academy of Health and Environmental Sciences Charter School. Included with this notification from the LRSD were 'findings'. Attached to this letter you will find our responses to the LRSD 'findings'.

In compliance with the laws, rules and regulations governing charter schools, we are submitting this notice of appeal. We respectfully request an opportunity to be heard at the ADE Board Meeting at which our application will be considered. We also respectfully request that the State Board of Education approve our charter school application.

Sincerely,



George T. Blevins, Jr., Ph.D.  
Friends of the Environment, Inc.

RECEIVED  
OCT 09 2009

CHARTER SCHOOL OFFICE

# **Friends Academy of Health and Environmental Sciences**

## **Response to LRSD Findings**

Included with the letter from the Little Rock School District Board of Directors (LRSD) notifying Friends Academy of the LRSD Board vote to oppose Friends Academy's charter school application were 'findings' regarding Friends Academy's charter school application. Following are our responses to those 'findings'. We address each of the LRSD findings either in the order presented or by reference to the number of the item in their letter.

1. *The purpose of charter schools is to improve student learning for low-achieving students through different and innovative teaching methods.*

It is our intention to target and serve low-achieving students, as stated in our charter application. Friends Academy will be located in a low-income area which has a very high percentage free or reduced lunch students.

2. *Friends' application does not include anything innovative or different from what is already available within LRSD Schools.....*

During the September 24, 2009 LRSD Board meeting Mr. Dennis Glasgow, Interim Associate Superintendent, referring to the academic offerings of Friends Academy, stated that "Of course, you know, there are some things that maybe they put together in a different way. But I don't think there's anything in either proposal that's totally unique." He goes on to refer to offerings at Parkview Magnet High School and Henderson Health Sciences Magnet Middle School.

First, the students served by Friends Academy have little to no likelihood of being allowed to attend Parkview, which draws a large portion of its students from outside of the Little Rock School District. Additionally, a large proportion of the students that Friends Academy will target live outside of Parkview's attendance zone. This is also the case with Henderson Middle School. Moreover, Henderson is in year 6 of School Improvement, which does not make it a viable choice and raises questions about the effectiveness of its magnet focus.

Second, there are a number of unique aspects of Friends Academy's charter proposal. These include:

- a. Scientists and environmentalists who are willing to provide teacher and staff professional development, in addition to **teaching** some classes on specific subjects.
- b. Medical doctors, scientists, environmentalists, green building workers and their students will interact with Friends Academy students and faculty in a number of ways.
  - i. Serving on the Friends Academy Advisory Board,
  - ii. Interactions through email, blogs and other technology,
  - iii. Guest speakers in classroom settings,
  - iv. Mentoring students and teachers in the field, and in clinical and laboratory settings,
  - v. Science fair projects,
  - vi. Field trips,
  - vii. Grant-writing to provide academic enhancements.
- c. Friends Academy will be housed in a LEED Certified school building.

- d. The academic focus of Friends Academy will expose students to the myriad connections between health and the environment that they would otherwise never be exposed to in an academic setting. There is no such program in the LRSD.
  - e. Extended school day,
  - f. Extended school year,
  - g. Year round school.
3. *Literacy is critical to improve student learning for low-achieving students, but Friends' application fails to describe a literacy program.*
- The low-achieving students that Friends Academy is targeting will be coming from the LRSD and are certainly in need of greater literacy exposure. The flexibility of Friends Academy's daily schedule will allow more time on literacy instruction as necessary to build the performance of those students most in need.
- In addition to state-mandated literature offerings, Friends Academy will rely on literacy across the curriculum as one approach to enhancing student literacy learning. Education research demonstrates the effectiveness of this approach. Literacy across the curriculum means that students are learning literacy skills while learning other content areas like math, science, social studies, art and music.
4. *Friends' application promises more than it can deliver. For example, the application promises to have a counselor and social worker but neither is included in its budget. It also promises to provide transportation to students living within a two mile radius but fails to budget sufficient resources to do so.*
- The individuals, at LRSD, reviewing the Friends Academy application must have overlooked the following waiver request and statement on page 46 of Friends' application:
- "16.01.01 through 16.01.03 Guidance and Counseling  
The duties of providing appropriate student guidance will be assumed by one or more staff. Upon enrollment exceeding 400, Friends will hire an appropriate certified counselor to meet individual needs of students."
- This simply means that the counselor and social worker will be hired by the school's second year, when the increased enrollment will allow for them in the budget.
5. On the issue of transportation, because the school is located in a high poverty area, it is anticipated that a very large number of targets students will be neighborhood residents and thus able to walk to school. The number requiring transportation is anticipated to be very low. Moreover, Dreamland Charter School, with a free and reduced lunch population of 91%, has found that the parents of their students have no problem transporting them to and from school. Dreamland administrators indicated that they have had to provide transportation to individual students no more than 4 or 5 times a semester.
6. Comparing Friends Academy to Academics Plus and LISA Academy is like comparing apples and oranges. Those two schools are not appropriate examples because unlike them, Friends Academy will be located in the heart of the low socio-economic community from which it will draw the majority of its student population. Moreover, the student population at Little Rock Prep is now near full capacity. In that Little Rock Prep is still not offering transportation, we believe the issue with students not showing up there initially was due to miscommunication and misunderstanding.

7. *Friends' application does not identify the person who will serve as CEO/School Leader. It takes an extremely talented and well-trained person to successfully operate a high-poverty school.*

We agree, it does take an extremely talented and well-trained person to successfully operate a high-poverty school. It is quite unfortunate for the students attending Little Rock School District's middle schools that every one of those schools was in school improvement at the end of the 2007-2008 school year. In fact, most were in year 5 of school improvement. We are confident that after extensive search and interview processes we will find a talented and well-trained school leader.

8. *If Friends Application is unconditionally approved, it will have a negative impact on the operation of the 1989 Settlement Agreement in LRSD v. PCSDD, et al.....*

In fact, a very recent, scientifically rigorous examination of this issue by Jensen & Ritter strongly suggests that **claims that charter schools impede the ability of traditional public schools to become more integrated are unfounded** (*An Analysis of the Impact of Charter Schools on Desegregation Efforts in Little Rock, Arkansas*, Arkansas Education Report Vol. 6 Issue 3, 9/28/2009). This study clearly demonstrates that charter schools have drawn the majority of their populations from sources other than the three public school districts in Pulaski County. During the years 2005 to 2009:

- Less than half of newly enrolled charter school students, only 1375 students out of 2,796 charter school enrollments or 49.2% came from the three Pulaski County public school districts.
- Over that 5 year period, an average of 275 students left the three districts each year.
- As of October 01, 2008, the combined total 2008-2009 enrollment of these districts was 51,040 students ([http://arkansased.org/schools/excel/oct1\\_enr\\_district\\_120408.xls](http://arkansased.org/schools/excel/oct1_enr_district_120408.xls)).
- Using these numbers, on average less than ½ of one percent (275/51,040) of the total students enrolled in the three school districts left to enroll in charter schools each year.
- These data suggest that the argument regarding any negative cumulative impact of charter schools on desegregation and financial status of public schools is unfounded and greatly exaggerated.

9. *The Board hereby re-adopts its findings set forth in its letter to Dr. Ken James dated September 30, 2008, attached hereto as Exhibit A.*

In the above-mentioned letter, the LRSD puts forth a number of major unfounded hypotheses;

- a. *"Education research suggests that open-enrollment charter schools in Pulaski County are having a negative impact on the ability of traditional public schools to promote cultural diversity and to improve academic achievement in at least two ways. First open enrollment charter schools in Pulaski County are not providing transportation. This creates a barrier to enrollment for students living in poverty and further segregates these students into high-poverty schools."*

The LRSD presents no relevant data to support their hypothesis that charter schools are having a negative impact. In fact, a very recent, scientifically rigorous examination of this issue by Jensen & Ritter strongly suggests that **claims that charter schools impede the ability of traditional public schools to become more integrated are unfounded** (*An*

In that overwhelming evidence strongly suggests that Friends Academy will not have a negative impact on desegregation efforts, but may in fact assist desegregation efforts, the request for conditions has no basis. Moreover, a number of the 'conditions' have nothing to do with desegregation efforts.

As the LRSD Board did not approve Friends Academy's charter application, Friends Academy position is that the LRSD has no standing to make the **unprecedented** request that conditions be placed on a charter issued to Friends Academy, as the LRSD could easily have done so if they felt it to be necessary and beneficial. Conditions such as these would certainly have a negative impact on Friends Academy's ability to serve as an open enrollment charter school and may even violate state law. In that the LRSD has indicated that it does not welcome competition, it is likely that these unrealistic limitations would severely handicap Friends Academy.

Application Cycle 2010

# Denial Letter(s)

Friends Academy of the Health and Environmental Sciences





# LITTLE ROCK SCHOOL DISTRICT

## OFFICE OF THE SUPERINTENDENT

September 29, 2009


Dr. Mary Ann Brown  
Charter School Liaison  
Arkansas Department of Education  
#4 Capitol Mall, Room 404A  
Little Rock, AR 72201

Dear Dr. Brown:

The Little Rock School District Board of Education convened their regular board of directors meeting on September 24, 2009 at 810 West Markham Street. At that time, the Board voted unanimously to oppose the Friends Academy of Health and Environmental Sciences Charter School. The Board's findings are enclosed.

We respectfully request an opportunity to be heard at the ADE Board Meeting when this item would be considered. Your consideration of our position is appreciated.

Sincerely,

  
Charles Armstrong  
President, Board of Directors

  
Linda Watson, Ed. D.  
Superintendent

Cc: Dr. George Blevins

RECEIVED  
SEP 30 2009

CHARTER SCHOOL OFFICE



# LITTLE ROCK SCHOOL DISTRICT

## OFFICE OF THE SUPERINTENDENT

September 30, 2008

Dr. Ken James, Commissioner  
Arkansas Department of Education  
#4 Capitol Mall  
Little Rock, AR 72201

Dear Dr. James:

On September 23, 2008, the Little Rock School District Board of Directors (hereinafter "LRSD") voted not to approve the open-enrollment charter school applications for Little Rock Preparatory Academy and Little Rock Urban Prep for Young Men (hereinafter the "Applicants"). For the reasons set forth below, the LRSD respectfully requests that no additional charter school applications be approved in Pulaski County until such time as the State Board of Education (hereinafter "State") has complied with Ark. Code Ann. § 6-23-106 and has "carefully review[ed]" the "potential" impact on the ability of the Pulaski County school districts "to create and maintain a unitary system."

The 1989 Settlement Agreement of the Pulaski County interdistrict desegregation case created a countywide, interdistrict student assignment system that was intended to be the sole means for interdistrict movement of students within Pulaski County. *See* Docket No. 3792. The 1989 Settlement Agreement established a system of educational choices designed to promote cultural diversity and to improve academic achievement. The State Board of Education could have required open-enrollment charter schools in Pulaski County to establish enrollment criteria consistent with the 1989 Settlement Agreement, *see* Ark. Code Ann. § 6-23-306(14)(A), but it has failed to do so. Thus, open-enrollment charter schools in Pulaski County provide a means for the interdistrict movement of students in Pulaski County without regard to the impact on traditional public schools and contrary to the 1989 Settlement Agreement.

Education research suggests that open-enrollment charter schools in Pulaski County are having a negative impact on the ability of traditional public schools to promote cultural diversity and to improve academic achievement in at least two ways. First, the open-enrollment charter schools in Pulaski County are not providing student transportation. This creates a barrier to enrollment for students living in poverty and further segregates these students into high-poverty schools. Education research indicates that "when public schools educate poor students separately from other students, the high-poverty schools do not normally provide an equal, or even adequate, education to their students." *See, e.g.,* RICHARD D. KAHLENBERG, *All Together Now: Creating Middle Class Schools through Public School Choice*, p. 2

Second, students who choose to attend charter schools, like students who choose magnet schools, tend to outperform their peers on standardized tests. Even if these students qualify for free or reduced price meals, their parents are, on average, more educated, they have higher aspirations for their children, and they are more likely to help their children at home and to volunteer at school than other parents of students who qualify for free or reduced price meals. See, e.g., WITTE, JOHN, "The Milwaukee Voucher Experiment: The Good, the Bad, and the Ugly." *Phi Delta Kappan* 81,1 (September 1999): 59-64. Traditional public schools suffer from the loss of these parents who are educated and involved and who can be a potent force for change. Moreover, the loss of these relatively higher performing students will make it more difficult for their former schools to meet the requirements of No Child Left Behind (hereinafter "NCLB"), further stigmatizing these schools and making it more difficult for them to attract middle-class students.

In the past, the State has approved open-enrollment charter schools in Pulaski County based on representations by the sponsors that those schools would have small enrollments and consequently would have no significant impact on the ability of the Pulaski County districts to create and maintain a unitary school system. The Little Rock Urban Prep for Young Men again makes this representation in its application. There are two problems with this approach. First, it does not address the *cumulative* impact of open-enrollment charter schools in Pulaski County. Second, it does not address the negative impact on achievement resulting from segregating high poverty students in traditional public schools.

In the 1989 Settlement Agreement, the State committed to the following principle: "There should be a remediation of the racial academic achievement disparities for Arkansas students." 1989 Settlement Agreement, Section III, Paragraph F. To satisfy this commitment, the 1989 Settlement Agreement provided:

The ADE, with the assistance of the Court's desegregation expert(s), will develop and will search for programs to remediate achievement disparities between black and white students. If necessary to develop such programs, the ADE will employ appropriately trained and experienced consultants in the field of remediation of racial achievement disparities and/or hire as staff members persons with such training and experience.

1989 Settlement Agreement, Section III, Paragraph G. ADE has failed to identify or develop any program to improve the academic achievement of students attending high-poverty schools. Consequently, the segregation of students living in poverty in traditional public schools (as a result of the concentration of charter schools in Pulaski County) violates the State's commitment to remediate achievement disparities.


September 30, 2008


Page 3

While charter schools were intended to encourage the use of innovative teaching methods, the State's 2006-2007 Evaluation Report of charter schools demonstrates they have failed to serve that purpose. Teaching innovations like class size reduction, team teaching, multi-grade classrooms showed a negative impact on student achievement. The evaluation further demonstrates that open-enrollment charter schools are using waivers from state law, not to clear the way for innovative teaching methods, but to avoid requirements designed to ensure quality teachers. The most common waivers granted by the State were from the requirement to have certified teachers and from the requirements of the Teacher Fair Dismissal Act. Granting waivers such as these prevent traditional public schools from competing with open-enrollment charter schools on a level playing field, and in this way too, cause further segregation of students living in poverty in traditional public schools.

For these reasons, no additional open-enrollment charter school applications should be approved in Pulaski County until such time as the State has complied with Ark. Code Ann. § 6-23-106 and conducted a meaningful review of the impact of open-enrollment charter schools on the ability of the Pulaski County school districts to create *and maintain* a unitary system.

Sincerely,

  
Dianne Curry, President  
LRSD Board of Directors

  
Chris Heller, Attorney  
Friday, Eldredge & Clark

cc: Mary Ann Brown, ADE  
Charter School Liaison  
#4 State Capitol Mall, Room 305-B  
Little Rock, AR 72201

Little Rock Preparatory Academy  
ATTN: Latoya Goree Hamilton  
4710 Sam Peck Road, Apt. 1022  
Little Rock, AR 72223

Little Rock Urban Prep for Young Men  
ATTN: Jackie Jackson  
11606 Stoney Point  
Little Rock, AR 72211

Board of Directors of the Little Rock School District

In re: Application of Friends Academy of  
Health and Environmental Sciences  
("Friends") for an open-enrollment  
charter school in the Little Rock  
School District

Findings

1. The purpose of charter schools is to improve student learning for low-achieving students through different and innovative teaching methods. *See* Ark. Code Ann. § 6-23-102.
2. Friends' application does not include anything innovative or different from what is already available within LRSD schools. Henderson Health Science Magnet and Parkview Science Magnet have partnered with UAMS and Audubon Arkansas in writing and implementing grant programs for years. To the extent the application contemplates professional scientists playing a major role in delivering the curriculum, this is not practical. Professional scientists may be good guest speakers, but too many guest speakers will cause the instruction to be disconnected.
3. Literacy is critical to improve student learning for low-achieving students, but Friends' application fails to describe a literacy program. Friends apparently intend to rely on "literacy across the curriculum" as a substitute for a research-based literacy curriculum. The application does not even mention literature. In contrast, LRSD is taking steps to improve literacy for low-achieving students by placing a literacy coach at each of its middle schools that did not make AYP.
4. Friends' application promises more than it can deliver. For example, the application

promises to have a counselor and social worker but neither is included in its budget. It also promises to provide transportation to students living within a two mile radius but fails to budget sufficient resources to do so.

5. Friends budgets only includes \$23,840 for student transportation. That is only \$43.50 per student. The State provides \$286.00 per student for transportation as a part of the foundation funding. *See* 2008 Interim Study on Educational Adequacy (December Revision), p. 56. If the school could contract for transportation on the same terms and conditions as LRSD, the cost of providing transportation for students within a two mile radius (assuming 6 bus routes; \$236.11 per route, per day; 220 days) would be \$311,665.20 per year or \$566.66 per student. This is without any special needs buses. LRSD runs 68 special needs routes at a cost of approximately \$56,000.00 per route, per year. In 2007-08, LRSD spent \$623.96 per student for transportation; KIPP Delta College Prep spent \$907.83 per student.
6. There is substantial evidence that a lack of transportation prevents many poor, black students from attending charter schools. Academics Plus' and LISA Academy's black enrollment decreased substantially over time. In 2005, Academics Plus reported to ADE that "[disadvantaged students] do not live in the area nor do they have the means to get to our school. Many have expressed interest but [do] not have the means to get to our school." Letter to Bobby Davis, November 18, 2005, p. 2. More recently, Little Rock Prep reported that only 60 of 108 students enrolled in the school actually showed up. *See* ADE 8/9/2009, "New Charter Schools Battles Setbacks." Little Rock Prep founder Latoya Goree investigated the reason these students did not show up, and all those that



she could contact indicated it was due to the lack of transportation.

7. Friends' application does not identify the person who will serve as CEO/School Leader. It takes an extremely talented and well-trained person to successfully operate a high-poverty school. KIPP carefully selects potential school leaders and requires them to complete a one or two-year fellowship before allowing them to open a KIPP school. Friends' application fails to identify its CEO/School Leader minimum qualifications.
8. If Friends' application is unconditionally approved, it will have a negative impact on the operation of the 1989 Settlement Agreement in *LRSD v. PCSSD, et al*, U.S.D.C., E.D. Ark., No. 82-866; on the LRSD's ability to maintain a unitary school system; and on the ability of NLRSD and PCCSD to obtain unitary status. Friends' claim that the desegregation impact is insignificant due to the small number of students who might attend the school ignores the cumulative impact of open-enrollment charters school in Pulaski County. The ultimate goal of desegregation is to provide an equal educational opportunity to black students. Charter schools are frustrating accomplishment of that goal by further concentrating students living in poverty in the LRSD. This was confirmed by a recent report prepared by the University of Arkansas, Office for Educational Policy. While 65 percent of LRSD students qualified for free or reduced-price meals during 2008-2009, only 38 percent of LRSD students who transferred to charter schools qualified for free or reduced-price meals. Nathan C. Jensen and Gary W. Ritter, "An Analysis of the Impact of Charter Schools on the Desegregation Efforts in Little Rock, Arkansas," p. 11 (Table 6) (2009).
9. The Board hereby re-adopts its findings set forth in its letter to Dr. Ken James dated

September 30, 2008, attached hereto as Exhibit A.


10. The application of Friends is NOT approved.
11. Should the State Board issue a charter to Friends, it should include the following conditions<sup>1</sup> to minimize the negative impact on the operation of the 1989 Settlement Agreement in LRSD v. PCSSD, *et al*, U.S.D.C. E.D. Ark. No. 82-866; on the LRSD's ability to maintain a unitary school system; and on the ability of NLRSD and PCCSD to obtain unitary status:
  - a. Student recruitment efforts must be directed toward low-achieving students;
  - b. During the student registration process, the schools must provide the LRSD, NLRSD and PCSSD with weekly updates of their students who have applied for admission to the school;
  - c. At least 80 percent of new enrollees each year must qualify for free or reduced-price meals and/or be performing at the basic level or below on the Arkansas Benchmark Exam;
  - d. The school must require parents to sign a "contract" agreeing that the student remain at the school for the entire school year;
  - e. The school must provide counseling services as required by ADE Accreditation Standards, § 16.01 Guidance and Counseling;
  - f. The school must provide an alternative learning environment for suspended/expelled students, or alternatively, the school must reach an agreement with the LRSD to provide an alternative learning environment for suspended/expelled students;
  - g. Transportation must be provided to students who reside within LRSD and who qualify for free or reduced-meals;<sup>2</sup>

---

<sup>1</sup>See ADE Charter School Rules Section 9.03, "The State Board may place conditions on the charters it awards."

<sup>2</sup>Federal regulations specifically allow a students' free and reduced-price meal status to be used for other programs including "free or reduced-price bus transportation" with parental

- h. Transportation must be provided as required by the IEP of special education students; and,
- i. The school must hire a CEO/School Leader who has a proven record of success in a high-poverty school or who has successfully completed a urban charter school training program such as a Building Excellent Schools Fellowship.

 9/30/09  
Mr. Charles Armstrong Date  
President

---

consent. *See* Disclosure of Children's Free and Reduced Price Meals and Free Milk Eligibility Information in the Child Nutrition Programs, 72 Fed. Reg. 10885, 10889 (2007) (codified at 7 C.F.R. § 226.23).

7009 0820 0002 1252 4857

**U.S. Postal Service**  
**CERTIFIED MAIL<sup>TM</sup> RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**OFFICIAL USE**

|                                                   |                |
|---------------------------------------------------|----------------|
| Postage                                           | \$ 1.22        |
| Certified Fee                                     | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$ 6.32</b> |

Postmark: 09/30/2009

Sent To: Mrs. Jackie Jackson  
 Street, Apt. No., or PO Box No.: 7 Pleasant Cove  
 City, State, ZIP+4: Little Rock, AR 72211

PS Form 3800, August 2006 See Reverse for Instructions

7009 0820 0002 1252 4864

**U.S. Postal Service**  
**CERTIFIED MAIL<sup>TM</sup> RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**OFFICIAL USE**

|                                                   |                |
|---------------------------------------------------|----------------|
| Postage                                           | \$ 1.22        |
| Certified Fee                                     | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$ 6.32</b> |

Postmark: 09/30/2009

Sent To: George T. Blevins, Jr., Ph.D.  
 Street, Apt. No., or PO Box No.: 1704 W. 19th Street  
 City, State, ZIP+4: Little Rock, AR 72202

PS Form 3800, August 2006 See Reverse for Instructions

LITTLE ROCK MAIN OFFICE  
 LITTLE ROCK, Arkansas  
 722029998  
 0451330013-0097  
 09/30/2009 (800)275-8777 12:08:28 PM

**Sales Receipt**

| Product Description      | Sale Unit Qty        | Unit Price | Final Price |
|--------------------------|----------------------|------------|-------------|
| LITTLE ROCK AR 72202     |                      |            | \$1.22      |
| Zone-0 First-Class       |                      |            |             |
| Large Env                |                      |            |             |
| 2.20 oz.                 |                      |            |             |
| Return Rcpt (Green Card) |                      |            | \$2.30      |
| Certified                |                      |            | \$2.80      |
| Label #:                 | 70090820000212524864 |            |             |

Issue PVI: \$6.32

|                          |                      |
|--------------------------|----------------------|
| LITTLE ROCK AR 72211     | \$1.22               |
| Zone-1 First-Class       |                      |
| Large Env                |                      |
| 2.20 oz.                 |                      |
| Return Rcpt (Green Card) | \$2.30               |
| Certified                | \$2.80               |
| Label #:                 | 70090820000212524857 |

Issue PVI: \$6.32

Total: \$12.64

Paid by: Visa \$12.64  
 Account #: XXXXXXXXXXXX3616  
 Approval #: 044452  
 Transaction #: 25  
 23902840008

Order stamps at [USPS.com/shop](http://USPS.com/shop) or call 1-800-Stamp24. Go to [USPS.com/clicknship](http://USPS.com/clicknship) to print shipping labels with postage. For other information call 1-800-ASK-USPS.

Bill#:1000300744546  
 Clerk:06

All sales final on stamps and postage  
 Refunds for guaranteed services only  
 Thank you for your business

Customer Copy



# Pulaski County Special School District

## Office of the Superintendent

Rob McGill, Acting Superintendent  
Linda G. Paladino, Executive Assistant

September 14, 2009

Dr. Tom Kimbrell, Commissioner  
Arkansas Department of Education  
#4 State Capitol Mall  
Little Rock, AR 72201-1071

Dear Dr. Kimbrell:

On September 1, 2009, the Superintendent's office of the Pulaski County Special School District (PCSSD) received the Friends Academy of Health and Environmental Sciences notice of intent to establish a charter school in Little Rock.

State law requires that the State Board of Education not approve any charter schools that may delay, hamper or negatively affect the desegregation efforts of a school district. In this instance, the location and proposed curriculum of this school may negatively affect the PCSSD's ability to obtain unitary status and the PCSSD submits that as matter of policy, the State Board of Education should suspend approval of any and all charter school applications in Pulaski County until the unitary status of the PCSSD is determined.

At the regular board meeting on September 8, 2009, the Pulaski County Special School District Board of Education, by unanimous vote, denied support of the Friends Academy of Health and Environmental Sciences and opposed the application for charter.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob McGill", is written over a horizontal line.

Rob McGill  
Acting Superintendent of Education

Cc: Dr. Mary Ann Brown  
George T. Blevins, Jr., Ph.D.

925 East Dixon Road Little Rock, Arkansas 72206  
Phone: (501) 490-6201 Fax: (501) 490-0483 [www.pcssd.org](http://www.pcssd.org)

RECEIVED  
SEP 17 2009

CHARTER SCHOOL OFFICE

Application Cycle 2010

# Letter of Intent

Friends Academy of the Health and Environment Science



# Friends of the Environment, Inc.

---

June 25, 2009

Arkansas Department of Education  
Public Charter Schools Office  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201

Dear Sir or Madam:

Please accept the enclosed letter of intent to submit an application for an open enrollment public charter school by Friends of the Environment, Inc. The required information follows:

**Eligible Entity:** Friends of the Environment, Inc.

**Contact Person:** George T. Blevins, Jr., Ph.D.  
1704 W. 19<sup>th</sup> Street  
Little Rock, AR 72202  
Phone: 501-920-3586  
Email: [gblevins01@comcast.net](mailto:gblevins01@comcast.net)

**Description of Friends of the Environment:** A not-for-profit organization formed by educators and scientists committed to enhancing environmental sustainability and healthy lifestyles through technology- and inquiry-based approaches to teaching science and math. It is our intent to fulfill this mission utilizing partnerships with local colleges and universities.

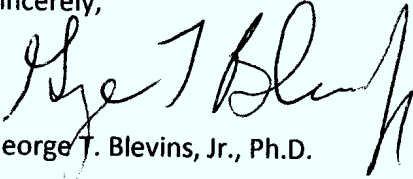
**Name of Proposed Charter School:** Friends of the Environment Science, Technology, Engineering and Mathematics (STEM) Middle School

**Location of the Proposed Charter School:** The former Mitchell Academy school site located at:  
2410 South Battery,  
Little Rock, AR 72206

The proposed charter school will house 550 students, grades 6-8, offering 6 classes of 30 students at each level.

**Purpose/Special Emphasis:** The purpose of Friends of the Environment Science, Technology, Engineering and Mathematics (STEM) Middle School will be to provide learning support and content development which places an emphasis on how students can utilize the STEM education they acquire to promote positive interaction with the environment and healthy lifestyles. This school will also place special emphasis on learning acceleration for low-income children who have historically exhibited lower reading, writing and mathematics skills. This National Historic Register listed facility will be redeveloped using as many 'Green' building principles as possible, thereby affording the students firsthand experience with environmental sustainability.

Sincerely,

  
George T. Blevins, Jr., Ph.D.

RECEIVED  
JUN 29 2009

CHARTER SCHOOL OFFICE

Application Cycle 2010

# Application

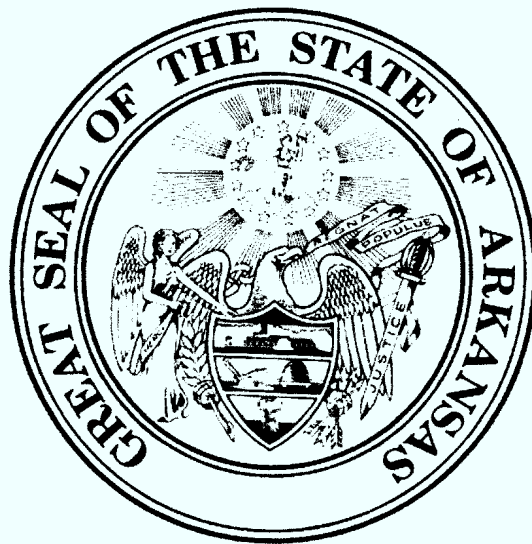
Friends Academy of the Health and Environmental Sciences



# ARKANSAS DEPARTMENT OF EDUCATION

## Open-Enrollment Public Charter School New Application

**Deadline for Submission: August 31, 2009**



**Charter School:** Friends Academy of Health &  
Environmental Sciences

**Date Submitted:** August 31, 2009

**Date Approved:** \_\_\_\_\_

**Arkansas Department of Education  
Public Charter Schools Office  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201  
501.683.5313**

**STATE BOARD OF EDUCATION  
ARKANSAS DEPARTMENT OF EDUCATION  
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION (Please type)**

Name of Proposed Charter School: Friends Academy of Health and  
Environmental Sciences

Grade Level(s) for the School: 6, 7, 8 Proposed Enrollment: 550

Name of Sponsoring Entity: Friends of the Environment, Inc.

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

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or
- ☒ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: George T. Blevins, Jr., Ph.D.

Address (no P.O. Box please): 1704 W. 19th St City: Little Rock ZIP: 72202

Daytime Phone Number: ( 501 ) 920-3586 FAX: ( 501 ) 374-8183

E-mail: friendsoftheenvironment@yahoo.com

Charter Site Address: 2410 So. Battery City: Little Rock

ZIP: 72206

Date of Proposed Opening: July 12

Chief Operating Officer  
of Proposed Charter: To Be Determined Title: Principal

Address: \_\_\_\_\_ City: \_\_\_\_\_

ZIP Code: \_\_\_\_\_ Daytime Telephone Number: \_\_\_\_\_

## Table of Contents

|                                                                                                                |    |
|----------------------------------------------------------------------------------------------------------------|----|
| A. GENERAL INFORMATION .....                                                                                   | 2  |
| B. GENERAL DESCRIPTION.....                                                                                    | 5  |
| 1. Public Hearing.....                                                                                         | 6  |
| 2. Provide documentation that each of the following requirements<br>of Ark. Code Ann. §6-23-302 was met: ..... | 6  |
| 3. Governing Structure .....                                                                                   | 7  |
| 4. Mission - .....                                                                                             | 8  |
| 5. Describe the educational need for the school. ....                                                          | 8  |
| 6. Describe the educational program to be offered by the public charter school. ....                           | 15 |
| 7. Measurable Goals.....                                                                                       | 31 |
| 8. Alignment of Curriculum with Arkansas Curriculum Frameworks .....                                           | 35 |
| 9. Geographical Area .....                                                                                     | 35 |
| 10. Annual report to parents, community and State Board of Education .....                                     | 35 |
| 11. Enrollment Criteria.....                                                                                   | 35 |
| 12. Job Descriptions.....                                                                                      | 36 |
| 13. Business Office and Budget.....                                                                            | 37 |
| 14. Annual audit.....                                                                                          | 39 |
| 15. APSCN.....                                                                                                 | 39 |
| 16. Facilities.....                                                                                            | 39 |
| 17. Describe the manner in which the school will make provisions for the following student services: .....     | 40 |
| 18. Food Services .....                                                                                        | 42 |
| 19. Parental Involvement .....                                                                                 | 43 |
| 20. Waivers.....                                                                                               | 44 |
| 21. Desegregation Impact.....                                                                                  | 46 |
| APPLICANT'S ATTACHMENTS .....                                                                                  | 47 |
| AR DEM-GAZ Stem Coalition Article .....                                                                        | 47 |
| Democrat Gazette Article 2.....                                                                                | 48 |
| Mitchell stays open.....                                                                                       | 49 |
| Dem Gaz WANA-Fest 2000 .....                                                                                   | 50 |
| Dem Gaz \$2.4 Million to Repair Mitchell.....                                                                  | 51 |
| Dem Gaz Mitchell Shut Down .....                                                                               | 52 |
| Dem Gaz Dr. Blevins Role Model .....                                                                           | 53 |
| Public Hearing Sign in Sheets.....                                                                             | 54 |
| Public Hearing Ad Placed in Arkansas Democrat Gazette .....                                                    | 56 |
| Superintendents letters announcing public hearing .....                                                        | 57 |

|                                                                                     |     |
|-------------------------------------------------------------------------------------|-----|
| Dr. Watson – Little Rock School District .....                                      | 57  |
| Mr. McGill – Pulaski County Special School District.....                            | 58  |
| Mr. Kirspel – North Little Rock School District.....                                | 59  |
| Certified Mail Receipts for Public Hearing letters to Superintendents .....         | 60  |
| Letter of Intent and Certified Receipts .....                                       | 63  |
| Typical Friends Academy 2010-11 School Calendar .....                               | 66  |
| Friends Academy Typical Daily Schedule .....                                        | 67  |
| Facilities Utilization Agreement .....                                              | 68  |
| Budget Worksheet .....                                                              | 69  |
| PROPOSED SALARY SCHEDULES.....                                                      | 73  |
| Evidence of status as eligible entity.....                                          | 74  |
| Evidence of parental and community support .....                                    | 78  |
| Dr. Delia West, Professor & Director Center for the Study of Obesity, UAMS.....     | 78  |
| Mrs. Erma Hendrix, Little Rock Director, Ward 1.....                                | 79  |
| Mrs. Mary M. Smith, Director of Education Audubon Arkansas .....                    | 80  |
| Dr. John Ahlen, President Arkansas Science and Technology Authority .....           | 81  |
| Dr. Billy Thomas, Associate Dean, Director Center for Diversity Affairs, UAMS ..... | 82  |
| Dr. E. Robert Burns- Professor & Director Partners In Health Sciences UAMS .....    | 83  |
| Wright Avenue Neighborhood Association .....                                        | 85  |
| Mrs. Melanie Nichols – Dean of Academic Affairs,.....                               | 86  |
| Arkansas School for Mathematics, Sciences and the Arts .....                        | 86  |
| Petitions of Support -431 Signatures .....                                          | 87  |
| Statement of Assurances .....                                                       | 120 |
| Charter School Development Agreement.....                                           | 123 |
| LEASE AGREEMENT Exhibit C .....                                                     | 124 |



The proposed charter will be located in the Little Rock School District.  
List the current K-12 student enrollment of the district where the proposed public charter school will be located.

Approx 25,480 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets if necessary).

Little Rock School District

North Little Rock School District

Pulaski County Special School District

## **B. GENERAL DESCRIPTION**

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

**Mission:** Friends Academy of Health and Environmental Sciences will ensure that students develop into capable, academically competent, readers, speakers, writers, critical thinkers, environmentally aware learners, as well as globally competitive pioneers and inventors of mathematics, science, and technology.

Friends Academy of Health and Environmental Sciences is a middle school (6<sup>th</sup>-8<sup>th</sup> grades) focused on giving students a vision of the unlimited possibilities lying before them. Friends Academy will accept all grade eligible students within the three major Pulaski County School districts. Students from low-income communities will be targeted.

Students attending the middle schools in the three major Pulaski County school districts are sorely in need of choice in that 2008 AYP data indicates that only one of 18 middle schools in those districts is not in School Improvement. This fact undergirds the truly compelling need for a middle school that offers families a unique, heretofore unavailable choice.

Friends Academy has been designed to help begin to address the critical shortage of individuals prepared to enter careers in the health and environmental sciences. More than a century ago, John Dewey posited that education is an ongoing process of active engagement that occurs, not only in sterile classrooms, but in churches, streets, communities, home and all other theaters of life. The inquiry-based curricula will expose students to theaters of life that many of them may otherwise have never experienced.

### **Friends Academy Special Feature: Scientists in the Classroom**

Friends Academy has formed partnerships with clinicians and scientists at UAMS and Audubon Arkansas who are very excited about the prospect of sharing the work that they love and the associated career opportunities. In addition to hands-on, project-based activities, and interactive classes, they will offer students opportunities for experimentation; in nature's classroom at the new Audubon Nature Center, and mentorships, tours, seminar exchanges and research projects at UAMS. As a result, it is likely that many of the students attending Friends Academy will see health and environmental sciences with new eyes, as a theater of life that they can play a role in. Moreover, Friends Academy's rigorous learning environment is steeped in science, technology and mathematics to ensure that students enter high school equipped to succeed.

## **I. Public Hearing**

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

Dr. Blevins provided a specific overview of the mission, goals and objectives of the proposed charter school Friends Academy of Health and Environmental Sciences (Friends Academy) through a PowerPoint slide presentation, followed by questions and commentary from assembled citizens.

### **Community Input: Questions/Comments**

Through their many questions and comments, the audience expressed staunch support of the proposed charter school and the immense efforts of Dr. and Mrs. Blevins.

A sample of the questions included:

- What types of assessments will you use? Who will conduct the assessments? Will information from the public schools that students attended be included?
- Will parents be mandated to be active participants in the education of their children?
- Will the proposed gymnasium be used for community residents, as well as students?
- Will students wear uniforms?
- What about the transportation of students to the school?
- How often will the students be fed, considering the longer days and year-round school? An additional consideration is the economic status of their families.

Twenty individuals were in attendance at the Public Hearing, in addition to Dr. Blevins, see sign in list (Page 54).

## **2. Provide documentation that each of the following requirements of Ark. Code Ann. §6-23-302 was met:**

Required notice of public hearing related to Friends Academy was run in the Arkansas Democrat Gazette on the following dates: July 22, 2009, July 28, 2009 and August 03, 2009 (Page 56). The last publication date of the notice was August 03, 2009 which met the no less than 7 days prior requirement. This notice met the specific requirements, in that it was not published in the classified or legal notice section of the newspaper. It was published in no less than ten-point type and was no less than two by four inches or four by two inches in size. Letters announcing the public hearing were sent to the superintendents of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents of any district that is contiguous to the district in which the open-enrollment public charter school will be located. (Pages 57-62) the letter of intent was sent to the Arkansas Department of Education and the Superintendent of the Little Rock School District (Page 63).

### **Additional Indicators of Support for Proposed Open Enrollment Charter School**

#### **Letters of support from:**

Dr. Delia West, Professor, Health Behavior and Health Education, Director, Center for Study of Obesity,  
College of Public Health, UAMS (Page 78)

Mrs. Erma Hendrix, Director, Ward I, City of Little Rock (Page 79)

Mrs. Mary Miller Smith, Audubon Arkansas Director of Education (Page 80)

Dr. John Ahlen, President Arkansas Science and Technology Authority (Page 81)

Dr. Billy Thomas, Associate Dean of Diversity, Director Center for Diversity, UAMS (Page 82)

Dr. E. R. Burns, Professor, Director Partners In Health Sciences Program,  
Department of Neurobiology & Developmental Sciences, UAMS (Page 83)

Mrs. Melanie Nichols, Dean of Academic Affairs, Arkansas School for Mathematics, Sciences and the Arts (Page 86)

Wright Avenue Neighborhood Association, Inc. (Page 85)

**Petitions of Support - 431 signatures (Page 87)**

### 3. Governing Structure

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.

**GOVERNING STRUCTURE OF FRIENDS ACADEMY :** The Board of Directors of Friends Academy of Health and Environmental Sciences is the responsible entity for the Friends Academy and is empowered by Arkansas legislation to issue contracts on behalf of the Academy as well as provide oversight of all school programs, administrators, or the selected management company contracted to provide educational services. As such, the Board of Directors approves and sets educational policies within the limits granted by Arkansas state law and approves the curriculum and the employment of all Academy administrators. It adopts a budget and authorizes operating and capital expenditures. Additionally, the Board of Directors is responsible for ensuring compliance with all local, state, and federal legislation.

**COMPOSITION OF THE FRIENDS ACADEMY BOARD OF DIRECTORS:** In a series of meetings held by the Friends Academy design team, the composition of the Board of Directors was determined. The design team concluded that the Board should have representation of 2 educators, 1 potential parent of students likely to attend, 1 scientist, and, 1 technologist or engineer from the Little Rock community, proper. The Friends Board composition will comprise 5 members.

**BOARD OF DIRECTORS RESPONSIBILITIES IN LEADERSHIP & DECISION-MAKING:** The Board of Directors charges the educational management company or the school principal with the responsibility of (1) adequate student achievement, defined as ensuring that all students in grades 6-8 score at or above grade level as readers, achieve grade level attainment of core curriculum standards, and develop competent language and learning skills that assist them in earning grade level performance in all required courses (science, mathematics, English language arts, and social studies), (2) the attainment of Adequate Yearly Progress within two years of operation, (3) initial and ongoing curriculum leadership and development, including refining the science and mathematics curriculum to reflect the integration of scientists, technologists, and mathematicians, (4) development of a parent engagement plan and set of strategies designed to increase parental involvement in the education of their children. The Board of Directors maintains representative membership on all interim and ad hoc Academy committees and adds their voices to all discussions related to Academy improvement, development, management, or future directions.

**ROLE OF ADMINISTRATORS IN LEADERSHIP & DECISION-MAKING:** The Academy Principal, along with support from other staff, shall be responsible for day-to-day supervision of the educational delivery program and for providing leadership that leads to high achievement among all students. He or she will be responsible for ensuring reading competence among all students as well as student development into self-directed learners and users of information, technology, and core knowledge. The Academy Principal, with the assistance of other staff as designated by the Academy Board of Directors, shall develop staff policies, guidelines and rules to be approved by the Academy Board of Directors.

**ROLE OF TEACHING FACULTY IN LEADERSHIP & DECISION MAKING:** Teachers will also be responsible for ensuring high student achievement in science and mathematics as well as the other required content areas; they will be expected to teach reading within content areas and help students master strategies that promote self-direction in learners. The teachers will ensure that lessons and instructional activities are matched to a student's individual learning plan and capabilities and seek out methods or approaches that accelerate student learning. They are responsible for creating learning activities that immerse students in activities that result in student attainment of required educational standards. Teachers, along with other Friends Academy staff will be directly responsible for fulfilling the responsibilities outlined in their job descriptions, as well as following all rules and guidelines established by the Friends Academy Board of Directors and implemented by the Friends Academy Principal. Staff will comply at all times with the requirements of all applicable laws, including the policies, guidelines, rules and procedures of the Friends Academy, and with the terms and conditions of their employment contracts.

Using a team-based approach, all staff shall be directly involved in the development and implementation of continuous improvement processes at the Friends Academy. Additionally, staff will participate in establishing methods to

measure and monitor student performance and the achievement of educational goals for the program as a whole. Teachers will be responsible for planning teaching and learning activities that are coordinated within and across grade levels and subject areas so that standards for student achievement (consistent with the Arkansas curriculum standards, academic content standards and benchmarks) flow in a logical and progressive sequence.

**ROLE OF PARENTS IN LEADERSHIP & DECISION MAKING:** The parents' role in leadership and decision-making will be to advise school staff of parental and family needs that support the educational goals of Friends Academy via an annual school survey, parental councils headed by the Parent Coordinator and through compacts that include school staff, parents, and students. For example, each year a compact is reviewed and signed by parents, school staff, and students. Students agree to attend school and arrive on time, maintain a positive attitude, and respect themselves and the rights of others. The Friends Academy staff will accept responsibility not only to provide an orderly classroom and a high-quality instructional program that meets students' needs but also to assist families in meeting their children's needs. Parents accept the responsibility to send their children to school, check their work regularly, and communicate with teachers and students. The compact is signed each year, and recent student test scores are written on the top so that parents can assess their children's progress. Another role for parents is the involvement in the academic plans designed for their children.

**ROLE OF STUDENTS IN LEADERSHIP & DECISION MAKING:** Students will participate in a student council program designed to help them experience leadership. Student Council will have a legitimate advisory role in school improvement and will gather suggestions and recommendations from classmates. The Council will meet twice monthly with their council advisor (teacher or staff), bring forth student information or advice, and contribute to the well-being of the Friends Academy. Each grade or class will have an elected representative who meets as a member of the student council and brings input, advice, suggestions, and disputes before the council for advisement, recommendation, action, or information.

**ROLE OF COMMUNITY MEMBERS IN LEADERSHIP & DECISION MAKING:** Community members will receive annual education reports detailing specific information about the Friends Academy, its highlights, its achievement information, and its information related to curriculum activities and will be invited to share comments, advice, input with school staff. Additional community input and advice will be achieved through surveys, focus groups, and through community input and involvement in school-related productions and performances.

#### **4. Mission -**

*Give the mission statement for the proposed open-enrollment public charter school.*

The mission of the Friends Academy of Health and Environmental Sciences is to ensure that students develop into capable, academically competent, readers, speakers, writers, critical thinkers, environmentally aware learners, as well as globally competitive pioneers and inventors of mathematics, science, and technology.

#### **5. Describe the educational need for the school.**

##### **DRIVING FORCE # 1: National Mandate for Science, Technology, Engineering, and Mathematics Education**

Exploding advances in science and technology foretell the importance of schools that change the way they educate students. During the upcoming decade, anticipated demands for scientists, environmentalists and engineers in the United States are forecast to increase at four times the rate of all other occupations. Meanwhile, American schools are graduating students who choose not to pursue high-demand jobs based in math and science, and among those who attend post-secondary institutions even fewer pursue degrees in technical fields. As new participants prepare to enter the world economy, it is vital for the United States to educate students who are prepared to compete in the global job market. As a result, the national mandate to improve student access to and student competence in science, technology, engineering, and mathematics (STEM) establishes the educational need for more focus on these areas earlier in the school experience. Coupled with this earlier exposure is the compelling need to integrate health and environmental science career school-workplace connections to ensure student exposure to employment options available in health and environmental occupations.



At a time when employers seek candidates with strong quantitative competencies, in many blue collar and white collar jobs, (above and beyond the influence of intelligence, reading ability, years of schooling, race, and gender), poor mathematical competencies restrict college major and later career choices for individuals pursuing post-secondary education. Moreover, the more math-intensive the occupation, the higher the entry-level and subsequent wages. These relatively high-paying occupations include engineering and the math-intensive physical sciences (e.g., physics). In contrast, there is little relation between the language-related demands of different occupations and the wages associated with those occupations. It is not that mathematical and science-related competencies are inherently better than language-related competencies; it is simply that they are in shorter supply and therefore garner greater economic benefits.

To be sure, strong academic competencies in mathematics and science improve the chances of employment and result in higher wages and higher on-the-job productivity once employed. Not only do strong mathematical and science-related competencies influence the economic well-being of individuals, through their relation to employability and wages, they also have wider social consequences, as noted above. For instance, it has been estimated that the poor numeracy and literacy of the workforce has cost the U.S. economy more than 170 billion dollars each year. Thus, a first-rate, high quality learning experience that provides individual and general social benefits and educational outcomes in mathematics and science would appear to be especially important and beneficial in societies, such as the United States, where many jobs require some level of technical sophistication.

Acknowledging that the national direction for K-12 education has shifted from No Child Left Behind (NCLB) school legislation that calls for increased student competence in mathematics and literacy, the new national leadership in America education will add additional enhancements that undergird the importance of STEM. As an example, President Obama has made it clear that he wants to focus on improving education in these areas. During an address to members of the National Academy of Sciences (April, 2009), President Obama outlined a number of budget and policy priorities, among them boosting interest among youngsters in science and math — with an eye towards encouraging them to consider careers in allied fields. “We know that the nation that out-educates us today will out-compete us tomorrow,” the President said. And U.S. students no longer stand on a pedestal. They have fallen behind their peers in Singapore, Japan, England, the Netherlands, Hong Kong and Korea, among others, Obama noted.

The President called for creating “new pathways for experienced professionals to go into the classroom: chemists who could teach chemistry, physicists who could teach physics, statisticians who could teach mathematics as well as researchers who could visit classrooms throughout the nation so that more students could understand the role of science and engineering in shaping the world”, what he referred to as “their iPod-driven, texting oriented, Facebook-dominated environment,” with the goal being students’ witnessing the “enthusiasm” of researchers that led to these and other elements of everyday life. The President challenged the scientists to use their love and knowledge of science to spark the same sense of wonder and excitement in a new generation and set a goal to enhance the United States’ ability to compete for high-wage, high-tech jobs and to foster the next generation’s best scientists and engineers.

Although the economic benefits of a good education fluctuate somewhat from one decade to the next, it is generally the case that higher levels of education result in a higher likelihood of employability and higher wages once employed. Moreover, the benefits associated with education tend to increase with the technical complexity of the associated school-taught competencies. In technologically complex societies, such as the United States, there is a particular premium associated with math-intensive, science-related skills. However, current levels of mathematics and science achievement at the elementary and secondary levels suggest that the United States is neither preparing the general population with the levels of mathematics and science knowledge necessary for the 21st century workplace, nor producing an adequate pipeline to meet national needs for domestic scientists and mathematicians. This at a time when student performance in mathematics and science indicate a strong need for revamping teaching and learning and ensuring in the process that the same is undergirded by scientists, technologists, engineers, environmentalists, and mathematicians.

In the 2005 National Assessment of Educational Progress (NAEP), only two percent of U.S. students attained advanced levels of mathematics or science achievement by twelfth grade. In mathematics, large numbers of U.S. students continue to score below the basic level. In the 2007 NAEP, 18 percent of fourth-graders and 29 percent of eighth-graders scored below the basic level in mathematics. On the 2005 NAEP, the most recent assessment of twelfth-graders, 39 percent of twelfth-graders scored below the basic level. At fourth grade, scoring below the basic level means that the student is likely to miss problems such as using a ruler to find the total length of three line segments. At twelfth grade, scoring below the basic level means that the student is unlikely to be able to solve problems such as finding the perimeter of a figure. Despite the fact that levels of mathematics achievement have improved over the past decade, achievement gaps remain wide with low levels of achievement being more likely among minority groups and students from low-income backgrounds.

As in mathematics, many U.S. students are not attaining mastery of rudimentary science knowledge and skills. In the 2005 NAEP, 32 percent of fourth-graders, 41 percent of eighth-graders, and 46 percent of twelfth-graders scored below the basic level in science. At fourth grade, students performing below the basic level are likely to miss problems such as using a data table to determine which day has the most daylight. At twelfth grade, students performing below the basic level are likely to miss problems such as graphing the populations of two species. As in mathematics, low levels of achievement are more likely among minority groups and students from low-income backgrounds.

Very little rigorous research has been conducted to evaluate the effectiveness of mathematics or science curricula and instructional practices for improving student learning and achievement. In recent years, the What Works Clearinghouse conducted reviews of elementary and middle school mathematics curricula. For elementary school mathematics curricula, 237 studies were identified that: (a) were curriculum evaluations; (b) included relevant math outcome measures; and (c) covered at least one semester. Out of these studies, two studies met the Clearinghouse's evidence standards for drawing causal conclusions, seven studies met the evidence standards with reservations, and 227 studies did not meet the evidence screens. For the middle school mathematics curricula, 158 studies were identified as curriculum evaluations with relevant math outcomes that covered at least one semester.

Out of these 158 studies, four studies met the Clearinghouse's evidence standards, 17 met the evidence standards with reservations, and 137 did not meet the evidence screens. Out of the 395 evaluations of elementary and middle school mathematics curricula, the What Works Clearinghouse has found that 92 percent of the studies either employed research methods that were inappropriate for supporting causal conclusions, or insufficient information was reported for the Clearinghouse to calculate effect sizes. The results are just as troubling when reviewing student performance on tests of international comparison that measure student competence in mathematics and science. Similar to the NAEP results, PISA and TIMSS results foretell the need for more science, more mathematics, and more emphasis on the careers that spring from these content areas.

**PISA:** The Program for International Student Assessment (PISA) is a system of international assessments that measures 15-year-olds' performance in reading literacy, mathematics literacy, and science literacy every 3 years. PISA, first implemented in 2000, is sponsored by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of 30 member countries. In 2006, fifty seven jurisdictions participated in PISA, including 30 OECD jurisdictions and 27 non-OECD jurisdictions. PISA surveys 15 year olds in the world's principled industrialized nations every three years to determine if students assessed can apply what they have learned in the classroom in order to analyze, reason, and communicate effectively. PISA is a mechanism that allows nations to regularly and directly compare the quality of educational outcomes in 57 countries that make up almost 90% of the world's economy. American students' performance on the 2006 PISA indicates a need for intervention in the early grades before students are admitted to high school. As an example, in science, American students ranked 21<sup>st</sup> of 30 countries, (19<sup>th</sup> in 2003, and 14<sup>th</sup> in 2000).

Key findings from PISA indicate that fifteen-year-old students in the United States had an average score of 489 on the combined science literacy scale, lower than the OECD average score of 500. U.S. students scored lower on science literacy than their peers in 16 of the other 29 OECD jurisdictions and 6 of the 27 non-OECD jurisdictions. Twenty-two



jurisdictions (5 OECD jurisdictions and 17 non-OECD jurisdictions) reported lower scores compared to the United States in science literacy. When comparing the performance of the highest achieving students—those at the 90<sup>th</sup> percentile—there was no measurable difference between the average score of U.S. students (628) compared to the OECD average (622) on the combined science literacy scale. Twelve jurisdictions (9 OECD jurisdictions and 3 non-OECD jurisdictions) had students at the 90<sup>th</sup> percentile with higher scores than the United States on the combined science literacy scale. U.S. students also had lower scores than the OECD average score for two of the three content area subscales (*explaining phenomena scientifically* (486 versus 500) and *using scientific evidence* (489 versus 499)). Although the United States has an average number of top performers, it also has a large proportion of poor performers. In mathematics, for example, US students scores remained basically unchanged from 2003, though its ranking dropped to 25<sup>th</sup> (from 23<sup>rd</sup> in 2003 and 18<sup>th</sup> in 2000), indicating that other nations improved their performance.

**TIMSS:** The results of the 2007 Trends in International Mathematics and Science Study (TIMSS) indicate that the average mathematics scores of both U.S. fourth- and eighth-grade students were higher than the TIMSS scale averages. U.S. fourth-graders scored 529, on average, in mathematics, which was higher than the TIMSS scale average of 500. The average mathematics score of U.S. fourth-graders was higher than those in 23 of the 35 other countries, lower than in 8 countries (all 8 were in Asia or Europe), and not measurably different from the average scores of students in the remaining 4 countries. U.S. eighth-graders scored 508, on average, in mathematics, which was higher than the TIMSS scale average of 500. The average mathematics score of U.S. eighth-graders was higher than those in 37 of the 47 other countries, lower than in 5 countries (all of them in Asia), and not measurably different from the average scores of students in the remaining 5 countries. In 2007, there were higher percentages of U.S. fourth- and eighth-graders performing at or above each of the four TIMSS international benchmarks in mathematics than the international medians of the percentages performing at each level. Comparisons of the science achievement of fourth-graders in 2007 are made among the 36 participating countries.

Comparisons of the science achievement of eighth-graders in 2007 are made among the 48 participating countries. In 2007, U.S. fourth-graders scored 539, on average, in science, which was higher than the TIMSS scale average of 500. The average U.S. fourth-grade science score was higher than those in 25 of the 35 other countries, lower than in 4 countries (all of them in Asia), and not measurably different from 6 countries. U.S. eighth-graders scored 520, on average, in science, which was higher than the TIMSS scale average of 500. The average U.S. eighth-grade science score was higher than those in 35 of the 47 other countries, lower than in 9 countries (all of them in Asia or Europe), and not measurably different from 3 countries. Though TIMSS results indicate moderate improvement in student performance, that United States students fail to score well above average or above students from smaller, less industrialized nations indicates the need for more focus in the areas of science and mathematics for reasons articulated above.

### **Arkansas: Proposed Stem Legislation/Advocacy Support for AP Science & Mathematics**

Like the national mandate, the state of Arkansas is focused on improving student access to school experiences that include science, technology, engineering, and mathematics, and a number of initiatives are afoot in support of increasing achievement in science, technology, engineering, and mathematics, among them proposed legislation, a significant grant program to support advanced placement students and encourage increased achievement among them, and the establishment of the Arkansas Science, Technology, Engineering, and Mathematics Coalition.

**Arkansas Legislation:** As an example, Act 895, makes an appropriation of \$2,000,000 to the Arkansas Science and Technology Authority to fund Science, Technology, Engineering, and Mathematics (STEM) programs. Likewise, Act 1235 provides \$1,000,000 for the promotion of economic development by creating a Science, Technology, Engineering and Math Fund to increase Arkansas' ability to compete for jobs in the 21st century. The fund was created for the purpose of attracting, recruiting and retaining qualified teachers in STEM subjects and will provide competitive salaries to qualified teachers. In support of STEM initiatives, the Arkansas Science, Technology, Engineering, and Mathematics (STEM) Coalition has established goals and purposes that (1) promote educational skills that will affect the future workforce of America, (2)

support high quality math/science/technology education, (3) serve as a laboratory for innovative teaching and learning and integration of career exploration modules that spring from science, technology, and mathematics education and (4) advocate educational models that result in higher than expected student learning.

**Advocacy & Support for Higher Performance in Advanced Placement Students:** Additionally, indicative of the need to encourage better performance in mathematics and science, Arkansas is one of only seven states to receive a \$13.2 million grant from the National Math and Science Initiative to improve the Advanced Placement scores of students. Exxon Mobil Corporation has invested \$125 million to support this national initiative. The goal of the program is to increase the number of students scoring 3 or higher on Advanced Placement (AP) exams in math, science and English. The grant will be administered by a new non-profit foundation, Arkansas Advanced Initiative for Math and Science, Inc. (AAIMS). The University of Arkansas at Little Rock (UALR) is the supporting partner. The program features: (1) Annual financial incentives for teachers, students, and schools based on AP exam results, (2) Cultivation of lead teachers to mentor a vertical team of AP and Pre-AP teachers, (3) Advanced-level, content-focused training for AP and Pre-AP teachers in math, science, and English courses, (4) More time on task for students, including Saturday AP exam prep sessions, (5) Measurement and accountability for results. This grant will provide a process to fast-forward the progress that Arkansas students are already making in Advanced Placement scores of 3-5.

The STEM Coalition, a statewide partnership of leaders from the corporate, education, government and community sectors, plans, encourages, coordinates and advocates policies, strategies, and programs supportive of excellence in science, technology, engineering, and mathematics teaching and learning in order to expand the economy of Arkansas and produce higher paying jobs. Dr. George Blevins is one of the founding Board members of the Coalition (Page 47).

Some of the most important STEM Coalition achievements include:

1. Successfully passed legislation during the special session of the legislature in 2006 to provide salary continuation for the "retention" of 12 science specialist positions.
2. Continuance and expansion (from 12 to 27) of science specialists and establishment of sustainable positions within Arkansas Department of Education budget.
3. Supported Accelerate Arkansas agenda issues that influence STEM education such as the STEM Education Supplemental Grants Program for teachers (Act 564).
4. Successfully hosted the statewide meeting of "Rising Above the Gathering Storm", inspired by a 2007 report published by the National Academies. That report included the following recommendations for national implementation:
  - a) Increase America's talent pool by vastly improving K-12 mathematics and science education.
  - b) Sustain and strengthen the nation's commitment to long-term basic research.
  - c) Develop, recruit, and retain top students, scientists, and engineers from both the United States and abroad.
  - d) Ensure that the United States is the premier place in the world for innovation.
5. Supported Arkansas Science & Technology Authority and Accelerate Arkansas's budget request for funds for university research in the last legislative session.

## **DRIVING FORCE # 2: Citizens Clamor for More Science, Technology, Engineering, and Mathematics Education Accessible To Students in Central Little Rock**

A second driving force prompting the need for an open enrollment middle school in central Little Rock is the hue and cry from an enduring and evolving coalition committed to accessible high quality science and mathematics education within close proximity to their children's homes and committed to ensuring that science and mathematics achievement prevails among school age students. This coalition includes families that reside in central Little Rock and representatives from science, technology, engineering, and mathematics. The community coalition steering the call for more science, more mathematics, more quality in teaching and learning is the Wright Avenue Neighborhood Association, (WANA) a 501(c)3 not-for-profit organization formed in 1992 with the following goals: (1) To provide education and information on rights, services

and programs available to citizens from local governments; (2) To promote, organize and administer educational and charitable activities; (3) To affiliate with and support other neighborhood associations and organizations to enhance the quality of life in the Little Rock community; (4) To benefit the Little Rock community by providing for the educational, intellectual, cultural, and physical involvement, and improvement of all community organizations and members of the community; (5) To improve and enhance the quality of life for the City of Little Rock, lessen the burdens of government, combat community deterioration and promote the interest and involvement of the residents in the problems associated with vandalism, criminal activity, housing stock, education, unemployment, juvenile delinquency, and maintenance and upkeep of streets, sidewalks, and privately owned property.

The WANA advocates on behalf of more than 520 families who reside in central Little Rock and was a driving force in the bid to influence Little Rock Public School District officials of the importance of a neighborhood school accessible to children in central Little Rock in their effort to persuade the District to keep Mitchell Elementary open when the District decided to close the school (Page 48). Representing WANA, Dr. George Blevins spearheaded the efforts to maintain Mitchell Elementary as a viable neighborhood school and launched WANA-fest, the first annual neighborhood festival honoring the historic district (Page 50). About 3,000 people participated. One year later, to ensure a voice in local school decision-making, Dr. Blevins ran for election to the Zone I School Board seat in Little Rock, losing to his opponent, a 14 year incumbent, by only 22 votes.

In 1999, the Little Rock School District announced plans to close Mitchell Elementary, a community school and send the children there to Stephens, a newly rebuilt school with all of the technological bells and whistles. However, Stephens was far beyond walking distance of elementary and middle school children. When the Wright Avenue community-at-large expressed outrage at this proposed closing, Dr. Blevins, whose grandchildren also attended Mitchell, joined other community representatives and established the Mitchell Save Our School Committee (SOS), a sub-committee of the WANA. The SOS galvanized parents and community members, resulting in large turnouts at SOS meetings, representing the ideal of civic involvement. Little Rock Superintendent (Les Carnine) vowed that he would respond positively to the community's concerns and indicated that if enough neighborhood parents opted to keep their children at Mitchell that it would remain open. In February of 2000, a LRSD Associate Superintendent admitted that of 186 enrollment surveys sent to parents, only one family indicated that they wanted to transfer their child to Stephens. Mitchell was kept open, for the time being (Page 49).

During the year 2000, the Little Rock School District embarked on a campaign to pass a 5 mil property tax increase. The major press event kicking off the 2000 school millage campaign was held in the halls of Mitchell Academy. During this millage campaign, promises were made by district administrators and Board members that, if the millage passed, Mitchell Academy would certainly receive renovation and needed repairs would be made. Based on these promises, the WANA area representatives took to the streets, called for support of the millage, and voted overwhelmingly in favor of the millage, carrying it to victory. Had those precincts voted against the millage, it would have failed; however, no renovation of Mitchell Academy was undertaken for almost 3 years. In the fall of 2003 students were moved out of the Mitchell property due to ventilation and moisture problems, but parents were advised that the move was temporary as plans existed to renovate the school.

Significant community unrest regarding the closing of Mitchell Elementary resulted in the Little Rock School Board voting 6-0 to spend 2.4 million dollars to renovate the school (Page 51). The neighborhood parents and residents were overjoyed. The renovations began with abatement of asbestos and mold. Once those abatements were completed, without notice, the renovation work stopped, and the LRSD Board voted to permanently close the school in December of 2004-despite significant community discord (Page 52). This discord has grown louder during the past five years as recognition of the need for a quality neighborhood school has become apparent, as a result of consistent and predictable low achievement among middle students in central Little Rock. In every direction was a middle school where students were not achieving in literacy, mathematics or science despite national clarions indicating the importance of achievement in those



content areas. With strength and determination, once again this building (former Mitchell Academy) will once again serve as a neighborhood institution of learning.

Among the community cries were loud voices for an open enrollment charter school serving middle school students and offering them rigorous academic experiences steeped in mathematics and science. With these were complaints ranging from (1) limited accessibility to rigorous academic content that envelops students in mathematics and science and (2) the need for significant change in curricular and instructional approaches in the areas of mathematics and science to ensure student engagement and participation in inquiry-project based science and mathematics. Limited access compounded by the lack of achievement in science and mathematics (along with literacy competence) underscore the need for practicing scientists, mathematicians, and academics to join forces with classroom teachers and bring life to science and mathematics education as only people steeped in these content areas can.

Although the Little Rock School District provides two specialty magnet middle schools whose focus is on developing students in mathematics and science content areas and in health sciences, only a limited number of slots are available for neighborhood students as these schools draw their school population from across the city. To be sure, even if the slots were available for neighborhood students, the need to strengthen the science and mathematics curricula and the academic experiences students have in these areas indicate a strong need for more rigor in literacy and mathematics instruction based on students' performance on the 2008 Benchmark Standards Examination; student scores reveal a critical need for significant intervention in literacy and mathematics education at the middle school level in the county of Pulaski, all middle schools, except one are currently in school improvement status. **In Little Rock, 7 of 7 middle schools were in school improvement status for 2008.**

The following results of 2008-09 Benchmark Assessments underscore the concerns at the national level related to improving student access and knowledge in mathematics and science and issue a clarion call for intervention in the form of change. Needed are the scientists, environmentalists, technologists, and mathematicians to work alongside the teachers, strengthen science and mathematics understandings of teachers and students, and awaken an interest in STEM education among middle school students who typically perform poorly on state and national achievement assessments.

#### **Middle Schools in Need of Improvement: Little Rock, Arkansas**

| <b>District</b>             | <b>School</b>                        | <b>Final AYP Status 2008</b>      |
|-----------------------------|--------------------------------------|-----------------------------------|
| Little Rock School District | <b>MANN MAGNET MIDDLE SCHOOL</b>     | School Improvement: <b>Year 1</b> |
| Little Rock School District | <b>DUNBAR MAGNET MIDDLE SCHOOL</b>   | School Improvement: <b>Year 5</b> |
| Little Rock School District | <b>FOREST HEIGHTS MIDDLE SCHOOL</b>  | School Improvement: <b>Year 5</b> |
| Little Rock School District | <b>PULASKI HEIGHTS MIDDLE SCHOOL</b> | School Improvement: <b>Year 5</b> |
| Little Rock School District | <b>HENDERSON MIDDLE SCHOOL</b>       | School Improvement: <b>Year 5</b> |
| Little Rock School District | <b>CLOVERDALE MIDDLE SCHOOL</b>      | School Improvement: <b>Year 6</b> |
| Little Rock School District | <b>MABELVALE MIDDLE SCHOOL</b>       | School Improvement: <b>Year 5</b> |

The special emphasis placed on achievement in mathematics and science reflects the fact that competencies in these areas have important economic consequences for individuals and for society in general. For the individual, strong mathematics and science-related competencies improve the likelihood of employment, result in higher wages once employed, and improve on-the-job productivity. The overall productivity of a society's citizens, in turn, has an important influence on the standard of living of members of that society as well educated and economically productive citizens enjoy good and often times improving living conditions. Given the important link between competencies in mathematics and science, and economic outcomes, it is in the best interest of the United States to develop a world-class educational system in mathematics and the sciences. Originally published in 1952, *Capitalism and Freedom* by Milton Friedman expounded the

idea that consumer choice among school options, if implemented effectively, would provide more reform incentive than any other individual initiative (Capitalism and Freedom, Milton Friedman, University of Chicago Press, 2002).

The founders of the Friends Academy seek to establish a model middle school that incorporates STEM curriculum, scientists, professors, environmentalists, and technologists into the school day and beyond to stimulate interest in STEM subjects and to increase student performance and understanding of STEM core content and skills taught as well as provide middle school teachers with experts in the field of STEM areas that work within the walls of the school in their quest to excite students about science and to help them do and engage in science in ways that result in higher achievement.

**6. Describe the educational program to be offered by the public charter school.**

The school curriculum and educational program of Friends Academy as designed will provide an alternative approach to student development in core content areas and in particular in science, technology, engineering, and mathematics. Literacy will be mainstay of each course which will be based on the 6-8 Arkansas Curriculum Frameworks standards. Friends Academy will develop student achievement through a variety of channels and instructional changes recommended by the Arkansas Department of Education that are based on level one research findings that correlate best practices instructional recommendations. Additionally, Friends teachers will rely on literacy across all content areas to strengthen students' competence as learners, ensuring overall success.

The school curriculum and educational program of Friends Academy as designed will provide an alternative approach to student development in core content areas and in particular in STEM. Unlike many middle schools in Pulaski County, Arkansas, the proposed Friends Academy will be a school where STEM will form the core of all content areas students study. This year round school will begin at 8:00 am and end at 5:00 p.m. Friends will integrate scientists, environmentalists, mathematicians, engineers, graduate students and professors into the regular school day and will challenge, cajole, motivate, and encourage student development in all required academic subjects via a laser-like focus on developing students' understanding and application of science, technology, engineering, and mathematics in curricular activities and assessments. Students in grades 6-8 will study careers springing from the content areas of health and environmental sciences, as they engage in shadow experiences and research projects at institutions of higher education. Scientists and healthcare workers will integrate into the school experience through mini-courses, science clubs, simulations, project-based experiments, research studies, and classroom presentations. In concert with the lessons, professionals and students in the fields of health and environmental sciences will expand the career vision of students. In this school, classroom teaching will be enhanced by medical doctors, scientists, undergraduate, medical and graduate students from University of Arkansas Medical Sciences, and the Arkansas Audubon Society.

Through focused independent projects, students will experience technology and come to recognize it as a learning and research tool, and thereby strengthening their technology literacy skills in the process. More specifically, students will learn the role of technology in helping to solve world problems related to STEM; they will experience the power of information and technology literacy skills via the Big 6 Process to help them recognize and apply (1) task definition skills and competencies where they learn to define the information problem and identify the information needed to solve the same, (2) information seeking strategies that will help them determine the possible sources available and help them determine which fits the problem under study, (3) location and access skills which help them locate sources both intellectually and physically), (4) engagement and extraction skills that will strengthen their abilities to engage and extract relevant information through reading, touching, viewing, (5) organization skills that will improve their abilities to organize from multiple sources and present the information, and (6) judgment and evaluation skills that strengthen their ability to judge the effectiveness of projects, as well as the efficiency of the processes they employed.

Scientists, engineers, environmentalists, graduate students, mathematicians, technologists, and professors from the University of Arkansas Medical Sciences will work alongside teachers and students to help them to comprehend the

process of STEM in compelling and engaging ways that integrate these areas into all academic content areas. Friends will provide students performing below the level of proficiency, special needs students and traditional students in grades 6-8 with equal access to a quality, standards-based educational experience that strengthens their knowledge in the content area. The goals of the Friends Academy will be to: (1) help them to develop cognitive strategies to understand core curriculum concepts and processes (2) use those strategies to master academic content standards.

The academic focus of Friends Academy will be to use cognitive approaches, language-based applications, interdisciplinary STEM based curricula, and immersion-oriented activities to provide a responsive and learner-centered curriculum for the following types of 6-8 students: (1) special needs, (2) students performing below the level of proficiency in the school settings, and (3) those whose natural interest can be channeled into explorations and learning experiences that spring from science, technology, engineering, and mathematics. Friends will employ an interdisciplinary, vertically and horizontally aligned curriculum using the Arkansas Curriculum Frameworks to (1) embed student learning in mathematics and science and (2) promote these content areas as being integral to human experience and learning. Students will develop their communication, critical thinking, analytical, and problem-solving skills through written, verbal, and visual expression.

They will learn academic content and experience its multiple forms within their natural courses of study and experience a unique means of learning that will capture passions and emotions and allow students to explore ideas, subject matter, creative expression, histories, and cultures in enjoyable and delightfully different ways. Friends Academy cognitive and brain-based approach to curriculum and learning should result in higher than typical academic performance among all students defined as proficient or advanced on the Benchmark Standards examination across all grade levels. All students will experience a traditional school curriculum. Within the framework of mathematics and science (reading and mathematics, in particular) as well as standards-based project learning led by practicing health and environmental scientists students will be given practical hands on experience.

The target population is comprised of urban students from low socio-economic backgrounds; in particular they will be middle school students who need assistance with reading and literacy development who continue to perform below the level of proficiency in the traditional school settings, including special needs students. Additional targeted students include those middle school students whose curiosity, interest, or natural performance-oriented and communication skills could benefit from an inquiry-based approach to learning. In many instances, the target population will include students who live in poverty and crime-ridden environments and who are often tempted by the lure of external negative influences.

Friends Academy will implement the best practices from a variety of relevant sources: cognitive science, reading-to-learn, writing-to-learn, brain-based learning, Urban Learner Framework, 90,90,90 schools, inviting school success, and multiple intelligences. The intent is to create a middle school that is successful in its quest to educate students; as such, Friends will be different in its approach to accelerating student learning capacity in reading and writing across all content areas will prevail and students will be taught to use learning skills to master content standards using critical thinking, practical hands on projects, and problem solving. The proposed school will develop students whose understanding of STEM resulting in higher than expected student achievement defined as grade level competence in core curriculum areas on the Benchmark Standards examination. At Friends Academy, the intent will be academic achievement, collaborative efforts, and student engagement.

Literacy and learning will be mainstays of each course which will be based on the 6-8 Arkansas Curriculum Frameworks. Friends Academy will develop student achievement through a variety of instructional practices recommended by the Arkansas Department of Education. These practices will be based on level one research findings dealing with teaching and best practices. The Friends Academy educational program will be a system based on a confluence of research findings stemming from learning theory, cognitive science findings, brain-based learning, and best practices in teaching and learning. A summary follows.



| <b>Underlying Theories/Best Practices Friends' Teachers &amp; Science Partners Will Employ</b> |                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Focused:</b>                                                                        | The best starting point for educating students is based on their interest; therefore, across the curriculum, determining students' own questions will always take precedence over studying arbitrarily and distantly selected "content." |
| <b>Experiential:</b>                                                                           | Because active, hands-on concrete experience is the most powerful and natural form of learning, students will be immersed in direct instruction in all content areas.                                                                    |
| <b>Reflective:</b>                                                                             | Students will be encouraged to reflect on their learning to balance the immersion in direct experience and will be provided opportunities for students to reflect, to debrief, to collaboratively discuss their experiences.             |
| <b>Authentic:</b>                                                                              | <i>Friends teachers and partners will supply students with meaningful tools necessary to develop and share ideas.</i>                                                                                                                    |
| <b>Holistic:</b>                                                                               | Holistic learning will be promoted by Friends teachers and partners. Students learn best when they encounter real ideas, events and events in purposeful contexts.                                                                       |
| <b>Social:</b>                                                                                 | In a socialized setting, Friends Academy teachers will create classrooms conducive to learning.                                                                                                                                          |
| <b>Collaborative:</b>                                                                          | Friends Academy teachers and partners will sponsor cooperative learning activities that tap the social power of learning better than competitive and individualistic approaches.                                                         |
| <b>Democratic:</b>                                                                             | Students will be required to model good citizenship at school.                                                                                                                                                                           |
| <b>Cognitive:</b>                                                                              | The most powerful learning for students comes from developing true understanding of concepts and higher order thinking associated with various fields of inquiry and self-monitoring of their thinking.                                  |
| <b>Developmental:</b>                                                                          | Students grow through a series of definable but not rigid stages; Friends Academy will fit its activities to the developmental level of students.                                                                                        |
| <b>Constructivist:</b>                                                                         | Students do not just receive content; in a very real sense, they re-create and re-invent every cognitive system they encounter, including science, literacy, and mathematics.                                                            |
| <b>Psycholinguistic:</b>                                                                       | The process of young students' natural oral language acquisition provides our best model of complex human learning, and, once learned, language itself becomes the primary tool for more learning no matter the content.                 |
| <b>Challenging:</b>                                                                            | Students learn best when faced with genuine challenges, choices, and responsibility of their own learning.                                                                                                                               |

Using the above as the foundation of the school curriculum, Friends Academy teachers and partner scientists will rely on best practices in all content areas. Friends Academy teachers will use best practices and partner scientist will share knowledge and expertise in their field. Friends Academy teachers will implement the following strategies and approaches provided below.

**Reading Instruction:** To ensure students develop into competent readers, Friends teachers will implement the following practices while teaching students to improve reading ability:

| <b>How Friends' Teachers Will Strengthen Students in Reading</b>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends Teachers Will Increase</b>                                                                                                                                                                                                                                                                                                                         | <b>Friends Teachers Will Decrease</b>                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Reading aloud to students</li> </ul>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Time for independent reading</li> </ul>                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Whole class or reading-group activities</li> </ul>                                                                             |
| <ul style="list-style-type: none"> <li>• Students' selection of their own reading materials</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Teacher selection of ALL reading materials for individuals and groups</li> </ul>                                               |
| <ul style="list-style-type: none"> <li>• Exposing students to a wide and rich range of genre</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Relying on selections in text only</li> </ul>                                                                                  |
| <ul style="list-style-type: none"> <li>• Teacher modeling and discussing her/her own reading preferences</li> </ul>                                                                                                                                                                                                                                           |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Primary instructional emphasis on comprehension</li> </ul>                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Primary instructional ( in isolation) emphasis on reading sub- skills such as phonics, word analysis, syllabication</li> </ul> |
| <ul style="list-style-type: none"> <li>• Teaching reading as a process:               <ul style="list-style-type: none"> <li>• Use strategies that activate schema</li> </ul> </li> <li>• Help students make and test predictions</li> <li>• Structure help during reading</li> <li>• Provide after-reading sharing of thoughts ideas and opinions</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching reading as a single, one-step act</li> </ul>                                                                          |
| <ul style="list-style-type: none"> <li>• Social, collaborative activities with much discussion and interaction</li> </ul>                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Solitary seat work</li> </ul>                                                                                                  |
| <ul style="list-style-type: none"> <li>• Grouping by interests or book choices</li> <li>• Grouping by reading level</li> </ul>                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Same reading group all year</li> </ul>                                                                                         |
| <ul style="list-style-type: none"> <li>• Silent reading followed by discussion</li> </ul>                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Round-robin oral reading</li> </ul>                                                                                            |
| <ul style="list-style-type: none"> <li>• Teaching skills in the context of whole and meaningful literature</li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Teaching isolated skills in phonics workbooks or drills</li> </ul>                                                             |
| <ul style="list-style-type: none"> <li>• Writing before and after reading</li> </ul>                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Little or no chance to write</li> </ul>                                                                                        |
| <ul style="list-style-type: none"> <li>• Reading of nonfiction materials across the content areas</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Segregation of reading to reading time</li> </ul>                                                                              |
| <ul style="list-style-type: none"> <li>• Evaluation that focuses on holistic, higher order thinking processes</li> </ul>                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Evaluation focused on individual, low level sub-skills</li> </ul>                                                              |
| <ul style="list-style-type: none"> <li>• Measuring success of reading program by student's reading habits, attitudes, and comprehension</li> </ul>                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Measuring the success of the reading program only by assessment data</li> </ul>                                                |

**Writing Instruction:** To ensure student development in writing skills, Friends teachers will increase their use of best practices in writing instruction by implementing the following strategies and approaches:

| <b>How Friends' Teachers Will Strengthen Students in Writing</b>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends Teachers Will Increase</b>                                                                                                                                                                                                                                                                                                                       | <b>Friends Teachers Will Decrease</b>                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Student ownership and responsibility by:</li> <li>• Helping students choose their own writing prompts and goals for improvement</li> <li>• Using brief teacher-student conferences</li> <li>• Teaching students to review their own progress</li> </ul>                                                            | <ul style="list-style-type: none"> <li>• Teacher control of decision-making by:</li> <li>• Teacher deciding on all writing topics</li> <li>• Suggestions for improvements dictated by teacher</li> <li>• Learning objectives determined by teacher alone</li> <li>• Instruction given as whole-class activity</li> </ul>                                                                         |
| <ul style="list-style-type: none"> <li>• Class time spent on writing whole, original pieces through:</li> <li>• Establishing real purposes for writing, and students' involvement in the task</li> <li>• Instruction in and support for all stages of writing process</li> <li>• pre-writing, drafting, revising, editing</li> </ul>                        | <ul style="list-style-type: none"> <li>• Class time spent on isolated sub-skills through:</li> <li>• Drills on grammar, vocabulary, spelling, paragraphing, penmanship, etc.</li> <li>• Writing assignments given briefly, with no context or purpose, completed in one step</li> </ul>                                                                                                          |
| <ul style="list-style-type: none"> <li>• Teacher modeling writing—drafting, revision, sharing—as a fellow author and as demonstrator of processes</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Teacher talks about writing but never writes or shares own work</li> </ul>                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Learning of grammar and mechanics in context at the editing stage and as items are needed</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Isolated grammar lessons given in order determined by textbook before writing is begun</li> </ul>                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Writing for real audiences and publishing</li> </ul>                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Assignments read only by teacher</li> </ul>                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Making the classroom a supportive setting for shared learning, using</li> <li>• Active exchange and valuing of student's ideas</li> <li>• Collaborative small-group work</li> <li>• Conferences and peer critiquing that gives responsibility for improvement to authors</li> </ul>                                | <ul style="list-style-type: none"> <li>• Devaluation of students' ideas through:</li> <li>• Students viewed as lacking knowledge and language abilities</li> <li>• Sense of class as competing individuals</li> <li>• Work with fellow students viewed as cheating, disruptive</li> </ul>                                                                                                        |
| <ul style="list-style-type: none"> <li>• Writing across the curriculum as a tool for learning</li> </ul>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Writing taught only during "language arts" period—i.e., infrequently</li> </ul>                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Constructive and efficient evaluation that involves:</li> <li>• Brief informal oral responses as students work</li> <li>• Thorough grading of student-selected, published pieces</li> <li>• Cumulative view of growth and self-evaluation</li> <li>• Encouragement of risk taking and honest expression</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluation as negative burden for teacher and student by:</li> <li>• Marking all papers heavily for all errors, making teacher a bottleneck</li> <li>• Teacher editing paper, and only after completed, rather than student making improvements during the writing process</li> <li>• Grading seen as punitive, focused on errors not growth</li> </ul> |

**Mathematics Instruction Part I:** To ensure student development in mathematics problem solving, communication, reasoning skills, and mathematical connections skills, Friends teachers will increase their use of best practices in mathematics instruction by implementing the following strategies and approaches:

| <b>How Friends' Teachers Will Strengthen Students in Mathematics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends Teachers Will Increase</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Friends Teachers Will Decrease</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><i>TEACHING PRACTICES</i></b> <ul style="list-style-type: none"> <li>• Use of manipulatives</li> <li>• Cooperative group work</li> <li>• Discussion of mathematics</li> <li>• Questioning and making conjectures</li> <li>• Justification of thinking</li> <li>• Writing about mathematics</li> <li>• Problem-solving approach to instruction</li> <li>• Content integration</li> <li>• Use of calculators and computers</li> <li>• Being a facilitator of learning</li> <li>• Assessing learning as an integral part of instruction</li> </ul> | <b><i>TEACHING PRACTICES</i></b> <ul style="list-style-type: none"> <li>• Rote practice</li> </ul> <p>Rote memorization of rules and formulas</p> <ul style="list-style-type: none"> <li>• Single answers and single methods to find answers</li> </ul> <p>Use of drill worksheets</p> <ul style="list-style-type: none"> <li>• Repetitive written practice</li> <li>• Teaching by telling</li> <li>• Teaching computation out of context</li> <li>• Stressing memorization</li> <li>• Testing for grades only</li> <li>• Being the dispenser of knowledge</li> </ul> |
| <b><i>MATHEMATICS AS PROBLEM SOLVING</i></b> <ul style="list-style-type: none"> <li>• Word problems with a variety of structures and solution paths</li> <li>• Everyday problems and applications</li> <li>• Problem-solving strategies</li> <li>• Open-ended problems and extended problem-solving projects</li> <li>• Investigating and formulating questions from problem situations</li> </ul>                                                                                                                                                 | <b><i>MATHEMATICS AS PROBLEM SOLVING</i></b> <ul style="list-style-type: none"> <li>• Use of cue words to determine operation to be solved</li> <li>• Practicing routine, one-step problems</li> <li>• Practicing problems categorized by types</li> </ul>                                                                                                                                                                                                                                                                                                            |
| <b><i>MATHEMATICS AS COMMUNICATION</i></b> <ul style="list-style-type: none"> <li>• Discussing mathematics</li> <li>• Reading mathematics</li> <li>• Writing mathematics</li> <li>• Listening to mathematical ideas</li> </ul>                                                                                                                                                                                                                                                                                                                     | <b><i>MATHEMATICS AS COMMUNICATION</i></b> <ul style="list-style-type: none"> <li>• Doing fill-in-the-blank worksheets</li> <li>• Answering questions that need only yes or no responses</li> <li>• Answering questions that need only numerical responses</li> </ul>                                                                                                                                                                                                                                                                                                 |
| <b><i>MATHEMATICS AS REASONING</i></b> <ul style="list-style-type: none"> <li>• Drawing logical conclusions</li> <li>• Justifying answers and solution processes</li> <li>• Reasoning inductively and deductively</li> </ul>                                                                                                                                                                                                                                                                                                                       | <b><i>MATHEMATICS AS REASONING</i></b> <ul style="list-style-type: none"> <li>• Relying on authorities (teacher, answer key)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b><i>MATHEMATICAL CONNECTIONS</i></b> <ul style="list-style-type: none"> <li>• Connecting mathematics to other subjects and to the real world</li> <li>• Connecting topics within mathematics</li> <li>• Applying mathematics</li> </ul>                                                                                                                                                                                                                                                                                                          | <b><i>MATHEMATICAL CONNECTIONS</i></b> <ul style="list-style-type: none"> <li>• Learning isolated topics</li> <li>• Developing skills out of context</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |

**Mathematics Instruction, Part II:** Increased use of Best Practices will ensure student development in numbers, operations, computations, and geometric/measurement skills, statistics/probability, patterns/functions/algebra, and evaluation.

| <b>How Friends' Teachers Will Strengthen Students in Mathematics</b>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends Teachers Will Increase</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Friends Teachers Will Decrease</b>                                                                                                                                                                                                                                                                                                                                      |
| <b><i>NUMBERS/OPERATIONS/COMPUTATION</i></b> <ul style="list-style-type: none"> <li>• Developing number and operation sense<br/>Understanding the meaning of key concepts, such as place, value, fractions, decimals, ratios, proportions, and percents</li> <li>• Using various estimation strategies<br/>Thinking strategies for basic facts</li> <li>• Using calculators for complex calculation</li> </ul>                         | <b><i>NUMBERS/OPERATIONS/COMPUTATION</i></b> <ul style="list-style-type: none"> <li>• Early use of symbolic notation</li> <li>• Complex and tedious paper and pencil computations</li> <li>• Memorizing rules and procedures without understanding</li> </ul>                                                                                                              |
| <b><i>GEOMETRY/MEASUREMENT</i></b> <ul style="list-style-type: none"> <li>• Developing spatial sense</li> <li>• Actual measuring and the concepts related to units of measure</li> <li>• Using geometry in problem solving</li> </ul>                                                                                                                                                                                                  | <b><i>GEOMETRY/MEASUREMENT</i></b> <ul style="list-style-type: none"> <li>• Memorizing facts and relationships</li> <li>• Memorizing equivalencies between units of measure</li> <li>• Memorizing geometric formulas</li> </ul>                                                                                                                                            |
| <b><i>STATISTICS/PROBABILITY</i></b> <ul style="list-style-type: none"> <li>• Collecting and organizing data</li> <li>• Using statistical methods to describe, analyze, evaluate, and make decisions</li> </ul>                                                                                                                                                                                                                        | <b><i>STATISTICS/PROBABILITY</i></b> <ul style="list-style-type: none"> <li>• Memorizing formulas</li> </ul>                                                                                                                                                                                                                                                               |
| <b><i>PATTERNS/FUNCTIONS/ALGEBRA</i></b> <ul style="list-style-type: none"> <li>• Recognizing and describing patterns</li> <li>• Identifying and using functional relationships</li> <li>• Developing and using tables, graphs, and rules to describe situations</li> <li>• Using variables to express relationships</li> </ul>                                                                                                        | <b><i>PATTERNS/FUNCTIONS/ALGEBRA</i></b> <ul style="list-style-type: none"> <li>• Manipulating symbols</li> <li>• Memorizing procedures and drilling</li> </ul>                                                                                                                                                                                                            |
| <b><i>EVALUATION</i></b> <ul style="list-style-type: none"> <li>• Having assessment be an integral part of teaching<br/>Focusing on a broad range of mathematical tasks, and taking a holistic view of mathematics</li> <li>• Developing problem situations that require applications of a number of mathematical ideas</li> <li>• Using multiple assessment techniques, including written, oral, and demonstration formats</li> </ul> | <b><i>EVALUATION</i></b> <ul style="list-style-type: none"> <li>• Having assessment by simply counting correct answers on tests for the sole purpose of assigning grades</li> <li>• Focusing on a large number of specific and isolated skills</li> <li>• Using exercises or word problems requiring only one or two skills</li> <li>• Using only written tests</li> </ul> |

**Science Instruction:** To ensure student development in inquiry-based learning that includes (1) use of a wide range of process skills, (2) focuses on underlying concepts about how natural phenomena are formed, (3) encourages questioning, thinking, and problem solving, (4) promotes active application of science learning to contemporary technological issues and social choices, (5) provides in-depth study of a few important thematic topics, (6) promotes curiosity about nature and positive attitudes toward science for all students, including females and members of minority groups, (7) integrates



reading, writing, and math in science units, (8) encourages learning in collaborative small-group activities, with instructional support and training needed to ensure it is efficient and includes learning for all group members, (9) encourages and supports teacher facilitating students' investigative steps, and (10) teaches evaluation that focuses on scientific concepts, processes, and attitudes. Friends teachers will increase their use of best practices in science instruction by implementing the following strategies and approaches:

| <b>How Friends' Teachers Will Strengthen Students in Science</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends Teachers Will Increase</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Friends Teachers Will Decrease</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Hands-on activities that include:</li> <li>• Students questioning natural phenomena</li> <li>• Observation activity, often designed by students, aimed at real discovery, employing a wide range of process skills</li> <li>• Students using their hypothesis to explain data</li> <li>• Drawing conclusion after completing the investigation processes</li> <li>• Students' reflection to realize concepts and processes learned</li> <li>• Application of social or environmental issues to the scientific process that may lead to additional questions</li> </ul> | <ul style="list-style-type: none"> <li>• Instruction based mainly on lecture and information that:</li> <li>• depends on textbooks and lock-step patterns of instruction</li> <li>• includes cookbook labs in which students follow steps without a purpose or question of their own</li> <li>• depends on questions, concepts, and answers provided only by the teacher</li> <li>• treats students as if they have no prior knowledge or investigative abilities</li> </ul> |
| <ul style="list-style-type: none"> <li>• The knowledge of the 5 E's of science (Engage, Explore, Explain, Elaborate, and Evaluate)</li> <li>• Focusing on underlying concepts about how natural phenomena are explained</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Memorizing detailed vocabulary, definitions, and explanations without thorough connection to broader ideas</li> </ul>                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Questioning, thinking, and problem solving, especially:</li> <li>• Being skeptical, willing to question common beliefs</li> <li>• Accepting ambiguity when data isn't decisive</li> <li>• Willing to modify explanations, open to changing one's opinion</li> <li>• Using logic, planning inquiry, hypothesizing and inference</li> </ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Science approached as a set body of knowledge with all answers and information already known</li> <li>• Attempts to correct student misconceptions by direct instruction</li> </ul>                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Active application of project based inquiry science to contemporary technological issues and social choices</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Isolation of science from other content area</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• In-depth study of a few important thematic topics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Superficial coverage of many topics according to an abstract scope and sequence</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Curiosity about nature and positive attitudes toward science for all students with emphasis on females and members of minority groups</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Sense that only a few brilliant students can enjoy or succeed in science</li> </ul>                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Integration of reading, writing, and math in science</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Activity limited to texts, lectures, and multiple-choice quizzes</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Collaborative small-group activities, with training to ensure it is efficient and includes learning for all group members</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Students working individually, competitively</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Teacher facilitating students' investigative steps</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Teacher only as expert in subject matter</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Evaluation that focuses on scientific concepts, processes, and attitudes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Testing focused only on memorization of detail, ignoring thinking skills, process skills, attitudes</li> </ul>                                                                                                                                                                                                                                                                                                                      |



**Social Studies Instruction:** Friends teachers and partner scientists will implement the following best practices instruction and approaches to learning to ensure student development in inquiry-based learning that includes (1) In-depth study of topics in each social studies field in which students make choices about what to study and discover the complexities of human interaction, (2) place emphasis on activities that engage students in inquiry and problem solving about significant human issues, (3) encourage student decision-making and participation in wider social, political, and economic affairs, so that they share a sense of responsibility for the welfare of their school and community, (4) engage students as participants in interactive and cooperative classroom study process that brings together students of all ability levels, (5) integrates social studies with other areas of the curriculum, (6) utilize richer content in middle school grades, building on the prior knowledge children bring to social studies topics, (7) including concepts from psychology, sociology, economics, and political science, as well as geography and history, and the environment that surrounds them, (8) promote students' valuing and sense of connection with American and global history, the history and culture of diverse social groups, and the environment that surrounds them, (9) develop students' inquiry about the cultural groups they belong to and others represented in their school and community to promote students' sense of ownership in the social studies curriculum, and (10) Use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas.

| <b>How Friends' Teachers Will Strengthen Students in Social Studies</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends Teachers Will Increase</b>                                                                                                                                                                                                                                                   | <b>Friends Teachers Will Decrease</b>                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• In-depth study of topics in each social studies field in which students make choices about what to study and discover the complexities of human interaction</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• cursory coverage of lock-step curriculum that includes everything but allows no time for deeper understanding of topics</li> </ul>                                                                           |
| <ul style="list-style-type: none"> <li>• Emphasis on activities that engage students in inquiry and problem solving about significant human issues</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>• Memorization of isolated facts in textbooks</li> </ul>                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Student decision-making and participation in wider social, political, and economic affairs, in that they share a sense of responsibility for the welfare of their school and community</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Isolation from the actual exercise of responsible citizenship; emphasis only on reading about citizenship or future participation in the larger social and political world</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Participation in interactive and cooperative classroom study process that brings together students of all ability levels</li> <li>• Educational field trips that connect the experience to what is studied</li> </ul>                          | <ul style="list-style-type: none"> <li>• Lecture classes in which students sit passively</li> <li>• Classes in which students of lower ability levels are deprived of the knowledge and learning opportunities that other students receive</li> </ul> |
| <ul style="list-style-type: none"> <li>• Integration of social studies with other content areas</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Narrowing social studies activities to the text</li> </ul>                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• The opportunity to build on the prior knowledge that may include:</li> <li>• Concepts from psychology, sociology, economics, and political science, as well as geography and history</li> <li>• The environment that surrounds them</li> </ul> | <ul style="list-style-type: none"> <li>• Assumption that students are ignorant or uninterested in issues raised in social studies</li> <li>• Postponement of significant curriculum until secondary grades</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• Students' valuing their sense of connection with history through the study of African American history</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>• Use of curriculum restricted to only one dominant cultural heritage</li> </ul>                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Students' inquiry about the cultural groups they belong to and others represented in their school and community to promote students' sense of ownership in society</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Use of curriculum that leaves students disconnected from and unexcited about social studies topics</li> </ul>                                                                                                |
| <ul style="list-style-type: none"> <li>• Use of evaluation that involves continued learning and that promotes responsible citizenship and open expression of ideas</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>• Assessments only at the end of a unit or grading period; assessments that test only factual knowledge or memorization of textbook information</li> </ul>                                                     |

**Evaluation and Assessment:** Friends teachers and partner scientists will implement the following best practices instruction and approaches to learning to ensure student development in inquiry-based learning that relies on formative as well as summative evaluation assessments, their integration into the regular school curriculum at all levels, including the student level, and student integration of writing to learn strategies into the regular content areas through learning logs, note taking strategies, lab notes, brainstorming webs, questionnaires, etc.

| <b>How Friends' Teachers Will Strengthen Students Through Assessment and Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends Teachers Will Increase</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Friends Teachers Will Decrease</b>                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• The use of formative intermittent/assessments to understand student growth and direct instruction to increase their learning</li> </ul>                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• The use of summative evaluations that quantify what has been learned up to a given point to score students against each other</li> </ul>                                          |
| <ul style="list-style-type: none"> <li>• Use of evaluations that provide descriptive or narrative information to student and parents</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Use of evaluations that produce scores or numerical grades</li> </ul>                                                                                                             |
| <ul style="list-style-type: none"> <li>• Students' involvement in record-keeping and evaluating their own work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• The role of the teacher as the sole evaluator of student work and keeper of the grades</li> </ul>                                                                                 |
| <ul style="list-style-type: none"> <li>• Use of varied assessments to evaluate students from many angles by drawing on observations, conversations, performances, etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Use of multiple-choice, true-false tests at the end of units or grading periods to produce a record of student learning</li> </ul>                                                |
| <ul style="list-style-type: none"> <li>• Integration of evaluations and assessments into instruction through: <ul style="list-style-type: none"> <li>• Teacher-student conferences</li> <li>• Learning logs</li> <li>• Student self-evaluation</li> <li>• Student records/reflections on work</li> <li>• Questionnaires</li> <li>• Performances to demonstrate learning</li> <li>• Open-response questions</li> <li>• Projects with several interval products</li> <li>• Peer conferencing</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Use of paper/pencil assessments as primary tool and evaluations only at end of units or as isolated activities</li> </ul>                                                         |
| <ul style="list-style-type: none"> <li>• Quality of information from evaluations/assessments of learning and needs so they may be used in moderation to prevent consuming too much instructional or professional time</li> </ul>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Use of assessments that give too little information about student learning and needs</li> <li>• Use of assessments for purposes other than increasing student learning</li> </ul> |
| <ul style="list-style-type: none"> <li>• Use of grading systems that emphasize and support mastery of content/processes/skills.</li> <li>• Emphasis on criterion-referenced grading systems with standards defined through established performance levels for demonstrating knowledge of content, processes, and skills</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Competitive, norm-referenced grading systems</li> </ul>                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Student conferencing to discuss student learning, growth, and needs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Students receive all information about growth and needs from numerical scores on work, assessments, grade reports</li> </ul>                                                      |
| <ul style="list-style-type: none"> <li>• Parent conferencing to communicate student learning, growth, and needs</li> <li>• Parent programs to help community members understand the value of new approaches</li> </ul>                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Parents receive all information about student progress and needs from numerical grades on papers, assessments, and grade reports</li> </ul>                                       |

**Integration of Scientists in the Regular School Day:** To help teachers develop in depth understandings of science, technology, engineering, and mathematics, the involvement of scientists, mathematicians, technologists from UAMS and the Audubon Society will provide workshops, seminars, experiments, lead lessons and teach science to students and teachers in experiential ways. Strengthening their understanding of those areas, scientist will assist teachers and students in locating the STEM within the other content areas. These professionals will be integrated into the school experience to increase the rigor within science and mathematics classes to ensure a deeper understanding and application of STEM among the students.

**Interdisciplinary Curriculum:** Friends Academy's integrated, interdisciplinary curriculum will align all content areas to focus upon real life issues that bring together the various segments of the curriculum into meaningful association for students. Friends Academy's curriculum will provide a holistic way for students to experience learning, one that reflects the real world. It will include interactive, musical, artistic, cultural, and historical perspectives. Friends Academy's curriculum framework there will be varied levels of curriculum integration including the development of (1) cross-curriculum sub-objectives within a given curriculum guide, (2) model lessons (International Performance Assessments System) that include cross-curricular activities and rubrics for assessments, (3) whole school enrichment or enhancement activities with a cross-curricular focus including suggestions for cross-curricular connections following each objective, and (4) standards-based assessment activities that are cross-curricular in nature. Through the aforementioned, students will experience language development in a variety of activities that are simulations of real life: simulations, demonstrations, creations of science and mathematics that will be expressed through journal notations and written text such as, newspapers, magazines, stories, poems, etc.

**Focus on Writing Instruction:** Writing will be a uniform element that will be represented throughout the curriculum where students will be required to respond to queries testing their understanding in writing. Uniform writing standards will be taught and reinforced by each Friends Academy teacher. To promote student learning, the Friends Academy teachers will integrate reading to learn and writing to learn strategies within teaching and learning activities. All students will learn to develop habits of mind through use of visual tools to aid learning and understanding. Teachers will incorporate art, culture, and history in all learning activities as well and ensure that the language development of all students is the highest priority. The structure of the Friends Academy will have two main academic components: (1) increased academic exposure and rigorous learning activities that result in students conceptualizing science and (2) integrated cross curriculum learning within each component. A teams approach to teaching and learning will be evident throughout the curriculum, and in particular in the area of writing. Written communication will be developed through such activities as the essay of the month, the school-wide mail service, the author's showcase, the school newspaper, found poems, and creative, classic, contemporary, literary, and student works.

### **Research Foundation of Friends Academy**

Our research was prompted by our intent to create a great school, one that would model effective teaching that results in higher than expected student achievement. Accordingly, we reviewed various research findings to ensure a great school developed from the best findings available that could be integrated into a coherent school design. Our goal was to ensure that the school designed would accomplish the mission, which, of course, is unquestionably, high student achievement, on grade level performance, and understanding and knowledge that develop from content study. Because the primary mission of any school is the academic achievement of students, Friends Academy developers reviewed and synthesized important research findings from the neurosciences, cognitive and social psychology, human development, processes of effective learning, environments in which learning best takes place, and emerging technologies. Researchers (Brown, Bransford, Cocking, How People Learn, 1999) evaluated new developments in the science of learning and compiled findings related to scientifically-based learning research and ideal learning environments. Their intent was to create a synthesis of learning research that brought to light new conceptions of the learning process and ideal environments for learning to manifest. Accordingly, the designers of Friends Academy consulted the research findings from How People Learn, in particular, its research conclusions related to learning, strengthening reading, and understanding content areas such as mathematics and science.



How People Learn highlights three key findings that are woven into all aspects of the Friends Academy school experiences and activities. (1) Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information that are taught, or they may learn them for purposes of a test but revert to their preconceptions outside the classroom; (2) To develop competence in an area of inquiry, students must: (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application; and (3) A "meta-cognitive" approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them (expert-novice studies and cognitive science findings; (see Brown, Bransford, Cocking, *How People Learn*, 1999; Bruer, *Schools for Thought*, 1993).

Additionally, these findings were blended with reading research findings represented by the International Reading Association, The National Council for Teachers of English, The National Standards for the English Language Arts, the English Language Arts (Arkansas state standards), a host of reading experts, and the government sponsored, Partnership for Reading. All offered insights, conclusions, findings, and follow up practices from learning to read and reading to learn. Additionally, we reviewed the emerging research findings concerned with interdisciplinary curriculum; we reviewed brain-based research findings and found these a natural fit for interdisciplinary approaches to learning. (Heidi Hayes-Jacobs, Caine and Caine and coupled these with the findings from cognitive science and found a match. We concluded that a cognitive approach to student achievement could be developed that incorporated a variety of interdisciplinary curricular pathways and that integrated math and science across the school curriculum—all in an attempt to stimulate student learning and provide students with alternate experiences within their school setting that leads to that end.

Likewise, to create a model school that is based on effective urban schools that have demonstrated records of high student achievement, Friends Academy designers consulted the research findings of the 90, 90, 90 schools (Reeves, 2001) where 90 percent of the students are members of minority groups, 90 percent of the students receive free or reduced lunch, and 90 percent of the students within these schools score at or above the state standards in all areas measured. The research conclusions of David Hylere (*Using Visual Tools To Construct Meaning*) and creating schools where students developed habits of mind were integrated into the Friends Academy design as well and correlated with reading to learn and writing to learn strategies as mainstays of the instructional processes at Friends Academy.

We reviewed the research findings from writing to learn (Calkins et. al) and reading to learn (Tompkins, Richardson, Palinscar and Brown, 1984-1993). Similarly, we reviewed the research findings from the 90, 90, 90 schools (Reeves et. al, 2001) and paired these with Hylere's (2001) research regarding visual tools for constructing knowledge; we included in our research review Invitational Educational precepts to ensure a uniform inviting response to students that would encourage growth and development (Purkey, *Inviting School Success*). Finally, to ensure a school curriculum that matched the interests and needs of urban students and that encouraged their growth and development within the same, research findings gathered by Research for Better Schools (the Urban Learner Framework, 1997) was integrated into the Friends Academy design. These show themselves in the focus on cultural and historical elements of curriculum, the health and environmental sciences components of the school design, and the emphasis placed on learning, resilience, and development of student talent across the board. Combining and integrating all these provided the foundation onto which the Friends Academy rests.

Accordingly, the Friends Academy school design is rooted in learning and reading research and based on the belief that a holistic, culturally relevant, research-based approach to reading competence will generate students who (1) are competent speakers, readers, and writers of the English language, (2) competent thinkers and (3) competent users of technology as they learn new content and apply it to learning and living activities. Friends Academy proposes to teach students how to learn, how to promote their understanding of the content areas studied and how to manifest the learning they acquire in their performance on academic assessments. As conceptualized, Friends Academy will embody the best of the relevant research findings concerned with learning (the mission of the school) and reading development (the mechanism students need to achieve the school's mission). These two pillars provide the foundation onto which the Friends Academy concept of a specialty school is built.

### **How People Learn Research Findings & Friends Academy Design**

The findings from How People Learn provided in clear terms the Friends Academy's pathway to better and higher student performance among its students: student-centered classrooms that are knowledge-based and assessment-oriented; teachers who consider the key findings from how people learn, and who integrate the findings into their teaching activities. Mirroring the research findings of How People Learn (HPL), are the findings from Brain-Based Learning (BBL) that call for immersion learning experiences for students. Caine and Caine suggest that optimal learning conditions involve those where students are immersed in real-life simulations and are connected to the standards they are pursuing in the context created within the immersion experience.

To ensure learning that reflects the research from both HPL and BBL, the Friends Academy will offer instructional practices that are rooted in learning research; for example, teachers will be encouraged and developed to draw out and work with the preexisting understandings that their students bring with them and structure learning experiences from these (finding 1). Likewise, teachers will teach the core curriculum of the Friends Academy curriculum in depth, provide many examples in which the same concept is at work, and provide a firm foundation of factual knowledge for each student enrolled in the Academy (finding 2). Also, the teaching of meta-cognitive skills will be integrated into the curriculum in a variety of subject areas, intentionally to develop students' use and application of meta-cognitive skills (finding 3).

Further, Friends Academy's classroom environments will be student centered; herein teachers will direct students' attention to what is taught (information, subject matter, what it means), why it is taught (understanding), and what competence or mastery looks like (standards for success) (findings 2 & 3). Additionally, a school-wide emphasis will be placed on Interim assessments to help both teachers and students monitor progress (findings 1 & 2). Finally, because learning is influenced in fundamental ways by the context in which it takes place, each teacher will develop norms for the classroom and school that make connections to the outside world and that support core learning values (Finding 1). As designed, Friends Academy will be steeped in science instruction in health, environment, healthy lifestyles, and written communication and will address multiple intelligences, creative thinking, cultural diversity, literacy development, and expansion of students' natural talents. The intent of Friends Academy is to provide a rigorous but responsive, student-centered curriculum for students with special needs, those who have failed to meet proficiency levels in traditional school settings as well as those whose natural interest in science, technology, engineering, and mathematics could be enhanced from an integrated curricular-based approach to learning.

The academic focus of Friends Academy will center on accelerating student achievement and development in understanding the grade level standards of the Arkansas Department of Education. As opposed to remediating students' deficits which typifies traditional approaches, Friends Academy will provide students with a school program focused on their strengths with a special response (intensive care) for all students representing performance below grade level performance in reading and in representing the content standards typical of middle school curriculums. Friends' teachers and partner scientists will recognize, nurture, and promote the natural and individual talents of students, particularly talents students have that are not commonly recognized in traditional school environments (Urban Learner Framework). Through a focus on mathematics and science, Friends Academy students will engage in immersion-oriented and standards-based learning experiences that reflect real-life (simulations) and that integrate all language arts skills within each content area.

Although, student development in reading, writing, science and mathematics will dominate the Friends Academy curriculum (90, 90, 90 Schools), all students will experience a traditional school curriculum commensurate with the academic content standards outlined by the Arkansas Department of Education. As students matriculate through the school experience, they will receive exposure to a structured, progressive inquiry-based curriculum that will showcase their emerging development in science, technology, engineering, and mathematics, and, most importantly, in their learning and reading competence. Accordingly, Friends Academy will offer a language based, rigorous academic program that ensures language development alongside content area development by integrating Reciprocal Teaching, a reading and learning improvement strategy based on the same principles outlined in How People Learn.

As a meta-cognitive learning strategy, Reciprocal Teaching matches exactly the key findings from How People Learn: that background of students is relevant and needs to be surfaced to redress misconceptions and to cement the

learning (Finding 1), that students need to learn patterns and engage in in-depth content learning (Finding 2, and that teaching should be meta-cognitive to ensure students understand the what as well as the how. Further, Reciprocal Teaching as a process integrates the language arts and provides for each student a vehicle useful for constructing meaning from the text. Friends Academy, students will use the Reciprocal Teaching Process in mathematics, social studies, and science and teaching staff will encourage students to use the same when they are engaged in reading to learn activities or when they are in must read, must learn situations. Further, the research of David Hylere (Visual Tools for Constructing Meaning) indicates that including learning tools within the authentic act of learning allows students to develop a habit of mind as they use these to visualize as they read (learn) and construct meaning as a result. Hylere offers three types of learning tools useful for helping students construct meaning: brainstorming webs, task specific graphic organizers, and thinking process maps. Such tools will be integrated into all content area learning at the Friends Academy.

Additionally, the Urban Learner Framework, an integrated knowledge base that incorporates and disseminates current, promising, and pertinent research concerned with improving and restructuring schooling in urban districts, offered research-based themes that will be interwoven throughout the Friends Academy school program. The Urban Learning Framework is organized into a decision-making framework challenging the sweeping generalizations that have envisioned the urban learner as deprived, underachieving, unmotivated, and at-risk. It presents a new vision of the urban learner as culturally diverse, capable, effortful, and resilient and represents a major paradigm shift in research and theories of intelligence and learning. For example, the Urban Learner Framework calls on teachers to acknowledge that urban students benefit from schooling experiences that consider the following four themes: (1) Cultural and Linguistic Diversity and Learning, (2) Unrecognized Abilities and Underdeveloped Potential, (3) Enhancing Ability Development through Motivation and Effort, (4) Resilience. The basic precepts of the Urban Learner Framework are described below.

**Cultural and Linguistic Diversity and Learning:** All children bring specific cultural knowledge, experiences, and strengths with them to school. The Urban Learner Framework encourages teachers to connect with learners' cultural experiences and challenge them with relevant instructional materials in order to facilitate learning and cognitive growth. The goal is help each child to develop fully. The emphasis on culture in the Urban Learner Framework highlights the fundamental role that culture plays in all human development, a factor that is woven into all learning activities in the Friends Academy design; in particular the cultural aspect will be represented in the performing arts component of Friends Academy as well as within the exploration within STEM subjects.

**Unrecognized Abilities and Underdeveloped Potential:** Each child possesses a different combination of natural talents across the range of intelligences that include logical-mathematical, leadership, interpersonal, organizational, linguistic, bodily-kinesthetic, musical, artistic, and spatial intelligences. The Urban Learner Framework advocates that teachers, administrators, and school settings should attend to this range of intelligences and develop them through authentic, relevant and academically rigorous curricula. Furthermore, the Friends Academy curriculum will include cooperative learning and support student work by building enthusiasm for the wide range of student intellectual accomplishments.

**Enhancing Ability Development through Motivation and Effort:** Urban learners often are not challenged to move beyond initial errors, and as their potential to learn goes undeveloped, their motivation and effort wane. High academic achievement is supported by a belief that ability increases under positive, supportive conditions, such as teachers having high expectations for all students, believing that effort can increase success, and recognizing that students learn through different experiences. Friends Academy teachers will use group problem-solving activities and project-focused tasks to provide more opportunities for students to learn by tackling challenging, personally relevant subject matter and to experience both social and intellectual rewards for their efforts.

**Resilience:** Resilience refers to the energy and strategies that urban learners apply in order to overcome adversity. Students develop resilience in school from encountering caring and supportive teachers and from being challenged by an accelerated curriculum built on high expectations. Under these conditions, students develop protective mechanisms that reduce the impact of risk, reverse the effects of negative labeling, and low expectations, raise students' self-efficacy and self-esteem, and open new opportunities for learning. To encourage resilience, Friends Academy will create a variety of activities (during and after school) in which students will be able to participate while in the safe and nurturing environment of the Academy.



### **Friends Academy Special Feature: Scientists in the Classroom**

One way to bridge the 'cultural' gap between researchers and school teachers is to form science education partnerships. In order for such partnerships to be successful, teams of scientists and teachers must 'translate' biomedical research into plain language appropriate for students. We have discussed the positive impact that one on one interaction with scientists can have on students. Members of the Friends Academy Advisory Board have agreed to serve in a number of capacities including professional development and some classroom teaching. They have also agreed to serve as a liaison to their peers and students.

To help teachers develop in depth understandings of science, technology, engineering, and mathematics, the involvement of scientists, mathematicians, technologists from UAMS and the Audubon Society will provide workshops, seminars, experiments, lead lessons and teach science to students and teachers in experiential ways that strengthen their understanding of those areas, assist teachers and students in locating the science, technology, engineering and mathematics within the other content areas students study. These science professionals will be integrated into the school experience with a primary goal to increase the rigor within science and mathematics classes and courses and in so doing ensure deeper understanding and application of science, technology, engineering, and mathematics among the students. Because health sciences professional development for Friends Academy teachers is essential, our approach will utilize proven scientists such as:

**Dr. Delia West**, Professor of Health Behavior and Health Education, Director, Center for the Study of Obesity in the College of Public Health at UAMS sees this "...as an opportunity to help teachers develop strategies for managing student-centered, proficiency-based classroom instruction. I will advise teachers and administration on structuring the learning environment and modeling behaviors important for the development of a learning community with strong expectations support and elements of student choice, all of which are important components of a successful academic environment. In particular, I will advise on methods to develop and sustain a strong learning environment which promotes healthy physical activity and food choices, reflecting the science suggesting that children who engage in healthy lifestyle behaviors are more likely to be successful in academic pursuits. Further, I will offer a bridge between the College of Public Health Faculty and students, and the middle school teachers and students, serving as a liaison to provide bi-directional opportunities for practicum placements, seminar exchanges and research projects."

**Dr. E.R. Burns**, has agreed to serve on the Friends Academy Advisory Committee. Dr. Burns has nearly 20 years experience as the director of the UAMS PreK-12 "Partners in Health Sciences" program. He is the primary trainer of the PIHS program and has 4 major publications. With his assistance our health sciences obligation will be implemented to the highest level. Dr. Burns will provide professional development for our teachers. Each teacher trained by Dr. Burns will receive a tool kit of supplies and materials covering each of ten organ systems worth about \$250 each, for use with their students.. He will also do some teaching directly to the students. With his vast experience, Dr. Burns will certainly translate health sciences into plain language lessons appropriate for middle school students.

Likewise, **Mrs. Mary Miller Smith**, Audubon Arkansas Director of Education, will make available hands-on, project-based activities, through Interactive classes & opportunities for experimentation at the new Audubon Nature Center. Mrs. Smith believes that students should have exposure to nature's classroom. The location of the Friends Academy is only 3 miles or so from the LR Audubon Center and its field science campus. Mrs. Smith said "I look forward to exploring opportunities for partnerships that could include educator training, field science labs, and student and family service learning projects. It seems that many opportunities for health and recreation grants linking your school and our center may arise."

**Dr. Billy Thomas**, Associate Dean of Diversity, Director of the UAMS Center for Diversity has agreed to serve as a liaison between the Friends Academy and Colleges at UAMS. He will facilitate interactions with UAMS faculty and students that will result in classroom presentations, mentorships, research opportunities, field trips and other activities that serve to enhance Friends students' awareness and interest in the health sciences.

**Dr. John Ahlen**, President of the Arkansas Science and Technology Authority offers his enthusiastic support of Friends Academy. He believes "Our work together on the STEM Coalition shows the magnitude of the challenge. As you

know, improving science, technology, engineering, and mathematics (STEM) education is a goal of the Arkansas Science & Technology Authority, Accelerate Arkansas, the Arkansas Task Force for the 21<sup>st</sup> Century Economy, and other economic development organizations. STEM education is ultimately a 21<sup>st</sup> Century workforce development initiative. The proposed focus on environment, health, and environmental sciences seems appropriate to Little Rock, with its health care community, University medical center, and state government agencies.

The structure of the Friends Academy will have two main academic components: (1) increased academic exposure in STEM areas connected to rigorous learning activities that result in students “doing science” and (2) integrated cross curriculum learning within each component. A teams approach to teaching and learning will be evident throughout the curriculum, and in particular in the area of writing. Finally, as conceptualized, Friends Academy will employ the following special features within its school design: an alternative, culturally relevant delivery system for all Friends Academy students, including an intensive care program for off-task students (Positive Behavior Support & Plato 6-8 Prescriptive Learning Solution), an on-site science labs, technology in the classroom, a learning resource center equipped with digital learning capabilities, as well as classroom libraries, and learning labs.

### **Key Curriculum Materials**

**Integrated Curriculum Approach via Core Knowledge:** Core Knowledge Sequence is aligned with Arkansas standards for each grade level in the areas of Language Arts, Math, Science, Social Science, Physical Development and Health, Fine Arts and Foreign Language. The Core Knowledge Sequence goes beyond state standards by allowing students to be challenged by a rigorous, sequentially structured curriculum, which simultaneously enhances skill development and critical thinking, as well as content mastery and a strong desire to learn more. It provides a broad base of knowledge and a rich vocabulary. Learning is sequenced from grade to grade, fostering consistency in instruction. It provides the knowledge necessary for higher levels of learning and helps build confidence. The middle school initiative helps students and teachers understand the “big idea” and “bottom line” of content. Core Knowledge serves as the foundation for college preparatory work.

**Textbooks: Arkansas Approved Textbooks List:** Textbooks for English language arts, developmental reading, science, technology, social studies, pre-algebra, algebra, health, career awareness, physical education, music, and art will be selected from among the options provided on the Arkansas Approved textbooks list by the academic team (school administrator, curriculum consultant, partner scientists, and mathematics and science specialists).

**Curriculum Supplements: National Institute of Health:** In the area of health sciences, the curriculum materials provided by the National Institute of Health will be integrated into the regular school curriculum; for example, the National Institute of Health provides teacher’s guides, complete with lessons, concerned with the science behind selected health topics. These guides combine cutting-edge biomedical discoveries with state-of-the-art instructional practices and are (1) based on the latest research on how people learn, (2) consistent with National Science Education Standards, (3) promote critical thinking, teamwork, and problem-solving and communication skills, (4) incorporate real scientific data to engage and challenge students, and (5) re aligned to Arkansas Benchmark Standards.

**Teacher Enrichment Initiatives (TEI) Univ. of Texas Health Science Center:** The Southwest Consortium for the Improvement of Mathematics and Science Teaching SCIMAST was one of ten regional science and mathematics consortia funded by the U.S. Department of Education's Office of Elementary and Secondary Education. These ten consortia and the Eisenhower National Clearinghouse, known collectively as the Eisenhower Network, were authorized by Congress to support mathematics and science education in schools throughout the United States and its territories. The SCIMAST region included the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

SCIMAST staff worked to improve mathematics and science learning in the region by focusing efforts on increasing the use of research-based knowledge and high quality resources by teachers, especially in economically disadvantaged schools, and increasing networking and collaboration among institutions at various levels of the education system, from schools to state departments, to institutions of higher education. The Teacher Enrichment Initiatives (TEI) of the University of Texas Health Science Center at San Antonio, one of the rigorous initiatives that sprang forth from SCIMAST offers a multidisciplinary health science curriculum and interactive on-line student activities & simulations. Selected

portions of this multidisciplinary curriculum will be integrated into the standards based science curriculum of Friends Academy.

The TEI Curriculum covers( 1) blood, (2) forces and motions in the human body, (3) aging, (4) bone anatomy, (5) health care, (6) intergenerational relationships, (7) brain anatomy, (8) cardiovascular systems, (9) health careers, (10) diabetes, (11) hearing, (12) levels in the human body, (13) media evaluation, (14) mobility (15) oral health, (16) self-assessment/family relations, (17) obesity issues, (18) pulmonary system, (19) nutrition, (20) nutrition and body image, (21) population demographics, (22) research organization, (23) sleep issues, (24) spreadsheet and statistics, (25) stereotypes and biases, and (26) vision.

### **Curriculum Support Materials: Environmental Sciences**

**Arkansas Department of Environmental Quality:** Connecting the Links Advanced Environmental Education workshop, created for educators teaching grades 6 through 12, provides the tools teachers need to help students understand complex environmental issues while developing critical-thinking and problem-solving skills. Participants explore how our choices affect our environment and the options available to us. In addition, the Recycling Section offers workshops for three national environmental education curricula. Each participant receives a manual of activities and resources to help him or her teach about the issues covered. Curricula are interdisciplinary allowing them to be blended into lessons in a variety of subjects. These national programs include the following curriculum modules.

**Project Learning Tree – Municipal Solid Waste Module (4 hours)** Designed for use with students in grades 9 through 12; with adaptation, the lessons can also be used for grades 7 and 8. This module explores the complexities of solid waste management and helps students realize the impact their actions have on their community and the environment. Participants will learn by doing hands-on activities which use critical thinking and decision-making skills.

**Project Underground (6 hours):** Project Underground, a national education program about caves and karstlands, provides educators of kindergarten through high school students an understanding of how the underground environment is an important part of the total environment. The curriculum provides classroom activities relating to caves and related karst regions – their biological, geological, hydrological, and historical diversities and values. Workshop participants take part in hands-on activities, learn more about caves and karst ecology, and receive resources for teaching about karstlands.

**Waste in Place (6 hours):** Waste in Place, for grades K-6, builds critical-thinking, processing and problem-solving skills through 36 imaginative, hands-on lessons. Lessons can be taught individually or in sequence to introduce students to litter and integrated solid waste management. Developed and field-tested by professional educators and waste experts, the curriculum is being used nationwide by thousands of teachers to influence positive behavior, to foster social responsibility and respect for the environment, and to enrich the learning experience.

Most importantly, the Academy offers opportunities for middle school students. We know how important an interesting and robust curriculum and knowledgeable classroom teachers are to equipping middle school students with the skills they will need to excel in high school math and science. The Academy is so important to the success of the students and to the economic well being of our community. We believe that these partners will make a considerable contribution to enhancing the academic achievement of Friends Academy students.

## **7. Measurable Goals**

**List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.**

Our mission is to prepare middle school students to excel in high school, college and beyond by providing high-quality middle school education. To support this mission, and in full accordance with the intent of Arkansas Charter Law and



federal No Child Left Behind legislation, Friends Academy's Accountability Plan outlines six Academic Performance Goals and. Each Goal is accompanied by clear and compelling objective measures. Academic Performance Goals and Measures are dependent on data received prior to admission thereby, establishing each student's baseline score.

#### Academic Goals

##### **Performance Goal 1: Students demonstrate proficient or advanced skills in Reading.**

- *Measure:* Friends' students enrolled in grades 6, 7, and 8 who have attended the school for two or more years will score at or above the level of Proficient or Advanced category on the Augmented Benchmark Examination Reading segment.
- *Measure:* The percentage of Friends' students who have attended the school for two or more years who attain an Augmented Benchmark Exam Reading score of Proficient or Advanced in grades 6, 7, and 8 will exceed the average percentage for the Little Rock School District by at least 10%.
- *Measure:* Each sub-population of students will make Adequate Yearly Progress in reading as defined by the No Child Left Behind legislation.
- *Measure:* In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Friends' students on a selected reading assessment will average 5 percentiles per year until the average percentile score reaches 75.

##### **Performance Goal 2: Students will demonstrate proficient or advanced literacy skills in Reading Comprehension.**

- *Measure:* Friends' students enrolled in grades 6, 7, and 8 who have attended the school for two or more years will score at or above the level of Proficient or Advanced category on the Augmented Benchmark Examination Reading Comprehension segment.
- *Measure:* The percentage of Friends' students who have attended the school for two or more years who attain an Augmented Benchmark Exam Reading score of Proficient or Advanced in grades 6, 7, and 8 will exceed the average percentage for the Little Rock School District by at least 10%.
- *Measure:* Each sub-population of students will make Adequate Yearly Progress in reading comprehension as defined by the No Child Left Behind legislation.
- *Measure:* In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Friends' students on a selected reading assessment will average 5 percentiles per year until the average percentile score reaches 75.

##### **Performance Goal 3: Students will demonstrate proficient or advanced skills in Mathematics.**

- *Measure:* Friends' students enrolled in grades 6, 7, and 8 who have attended the school for two or more years will score at or above the level of Proficient or Advanced category on the Augmented Benchmark Examination in Mathematics.
- *Measure:* The percentage of Friends' students who have attended the school for two or more years who attain an Augmented Benchmark Exam Mathematics score of Proficient or Advanced in grades 6, 7, and 8 will exceed the average percentage for the Little Rock School District by at least 10%.
- *Measure:* Each sub-population of students will make Adequate Yearly Progress in mathematics as defined by the No Child Left Behind legislation.
- *Measure:* In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Friends' students on a selected reading assessment will average 5 percentiles per year until the average percentile score reaches 75.

##### **Performance Goal 4: Students will demonstrate proficient or advanced skills in Mathematics Reasoning.**

- *Measure:* Friends' students enrolled in grades 6, 7, and 8 who have attended the school for two or more years will score at or above the level of Proficient or Advanced category on the Augmented Benchmark Examination for Mathematics Reasoning.

- Measure: The percentage of Friends' students who have attended the school for two or more years who attain an Augmented Benchmark Exam Mathematics Reasoning score of Proficient or Advanced in grades 6, 7, and 8 will exceed the average percentage for the Little Rock School District by at least 10%.
- Measure: Each sub-population of students will make Adequate Yearly Progress in mathematics reasoning as defined by the No Child Left Behind legislation.
- Measure: In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Friends' students on a selected reading assessment will average 5 percentiles per year until the average percentile score reaches 75.

**Performance Goal 5: Students will demonstrate proficient or advanced skills in Science.**

- Measure: Each cohort of Friend' students will make Adequate Yearly Progress in Science as defined by the No Child Left Behind legislation.
- Measure: Longitudinal growth will be measured by 5 percentiles of annual growth of Friends' students on a selected reading assessment every year until 100% of students have demonstrated proficient or advanced.

**Performance Goal 6: Students will demonstrate proficient or advanced skills in Social Studies.**

- Measure: Each cohort of Friends' students will made Adequate Yearly Progress in Social Studies as defined by the No Child Left Behind legislation.
- Measure: Longitudinal growth will be measured by 5 percentiles of annual growth of Friends' students on a selected reading assessment.

Our performance-based goals drive our objective measures and will evidence the improved academic achievement of our students as they demonstrate proficiency and mastery in the core subjects and as they make adequate yearly progress each year. All of our goals are in compliance with the Arkansas Curriculum Frameworks, which will help us to reach our organizational mission and will ensure that we meet the expectations of the federal No Child Left Behind legislation. Friends' will comply with and participate in all state-required testing. The school's testing schedule will include the Augmented Benchmark Examination, a selected reading assessment, and six-week internal assessments.

**Formative Assessments.** Friends Academy is partnering with the Arkansas Public School Resource Center to access methods of ongoing evaluation, based on the Arkansas Curriculum Frameworks and Standards, of student progress toward academic goals. Friends Academy will use adaptive assessment methods designed by the Northwest Evaluation Association (NWEA). These computer-based adaptive assessments provide immediate adjustment of assessment materials to maximize information on the child's strengths and weaknesses. NWEA's assessments are aligned to Arkansas Curriculum Frameworks and provide individualized results so that appropriate modification of a child's educational program can be made. Prescriptive plans for improvement of skills will be written to improve students' academic development. NWEA assessments will be conducted at the beginning of the school year and repeated three additional times. Plato Learning Environment will be an integral part of Friends Academy's curriculum. The Plato system provides instructional materials that are guided by assessments aligned to Arkansas Curriculum Frameworks. These assessments provide feedback that can be used to tailor a child's educational program according to identified strengths and weaknesses. Assessments will be conducted at the beginning of the school year and repeated at least quarterly.

### **ADDITIONAL ASSESSMENTS FRIENDS WILL UTILIZE**

Friends will implement an assessment system that will provide several measures of student achievement.

**(1) State-Mandated Assessments:** Consistent with Arkansas' accountability program for meeting requirements of federal *No Child Left Behind Act* (NCLB) requirements, Friends Academy will participate in the *Arkansas Comprehensive Testing, Assessment and Accountability Program* (ACTAAP). All students will be required to participate in grade-appropriate state-mandated assessments, which will include the following: (2) Criterion-Referenced Benchmark Exams at Grades 6-8, Additional State Benchmarks as developed, Norm-Referenced *Iowa Test of Basic Skills*, or other norm-referenced test approved by the State Board of Education, at Grades 6-8. Failure to participate in these assessments will be grounds for

dismissal from the school. Friends Academy will establish Adequate Yearly Progress goals so that 100% of students in NCLB defined subpopulations will perform at the Proficient or Advanced Levels on criterion-referenced assessments by the 2013-2014 school year. During the first three years of operation, the goal will be to have 50% of students within each subpopulation who score at the basic or below basic level to advance to at least the proficient level each year. After the first three years, this annual goal may be adjusted as necessary to meet the 2013-2014 target of 100% proficiency.

**Longitudinal Student Performance Goals:** On average, students in the school for at least two years will show improvement as measured by Complete Battery percentile ranks on state-mandated norm-referenced tests. The level of improvement will meet or exceed state averages.

**Comparisons to Comparable Schools:** Throughout the term of the charter, performance of students on state-mandated assessments (State average, Little Rock Public Schools students, Charter School students in grades 6-8) will be used as an indicator of the academic preparedness of the population of students served by the school, rather than demographic variables such as ethnicity and poverty indicators. This will allow longitudinal assessment of *school* performance by comparing improvement at subsequent grade levels to comparable schools, as identified through annual School Report Cards.

**Additional Assessments by Friends Academy:** In addition to state-mandated assessments, the school will use measures of performance that will identify strengths and weakness in its program. The grade-level appropriate Stanford Achievement Test, 10th Edition, will be administered to all students during the fall and spring of the 2010-11 school year. This test will be used, in a manner that will not interfere with state-mandated assessments, to provide an early indicator of the success of the school's academic program.

| Year of Charter | Year    | Reading and Mathematics Goals                                                                                                                                                                      |
|-----------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1               | 2010-11 | Baseline year to determine student competence in Benchmark Standards within each grade level.                                                                                                      |
| 2               | 2011-12 | 50% of Friends students will score proficient or higher in reading and mathematics in accordance with their respective grade level expectations                                                    |
| 3               | 2012-13 | AYP & 60% of Friends students will score proficient or higher in reading and mathematics in accordance with their respective grade level expectations                                              |
| 4               | 2013-14 | 70% of Friends students will score proficient or higher in reading and mathematics in accordance with their respective grade level expectations<br>Proficient or higher in reading and mathematics |
| 5               | 2014-15 | 80% of Friends students will score proficient or higher in reading and mathematics in accordance with their respective grade level expectations                                                    |



### **3. Alignment of Curriculum with Arkansas Curriculum Frameworks**

Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

The process Friends 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 end, teachers will review assessment results against the calendar based system they created and make adjustments based on actual test results data. All curricular materials and supporting learning materials are all aligned with the Arkansas state academic standards; these include Core Knowledge, Levelized fiction and non-fiction reading material, Plato, and the International Performance Standards and Assessments.

### **9. Geographical Area**

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.

Pulaski County, Arkansas, houses the cities of Little Rock, North Little Rock, and Pulaski. The city where the proposed Friends Academy will reside is Little Rock, the capitol of Arkansas. Pulaski is a county that boasts the following demographics: a 2005 population estimated at 366,463, largely comprised of females (52%) with the following ethnic groups: European Americans (62.9%), African Americans (33.7%), American Indian & Alaska Natives (.04%), Asians (1.5%), Native Hawaiian and Other Pacific Islanders (0.1%). The County boasts a high percentage of high school graduates (84.4%) and a college educated population (bachelor's degree level) at 28.1%, and a disabled population identified as early as age 5 (69,000+). Additionally, in Pulaski County are about 5.5% of the homes where languages other than English are spoken. The median household income (2003) was 39,244, and most families own their homes (60.9%). The percentage of persons living below the poverty rate is 15.1%. Schools within Pulaski County that may be affected by the proposed Friends Academy: (1) Academics Plus Charter School, (2) LISA Academy, (3) Little Rock Public School District, (4) Pulaski County School District, (5) Little Rock Preparatory Academy, (6) E-STEM Academy Middle School, and (7) Covenant Keepers Academy.

### **10. Annual report to parents, community and State Board of Education**

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.

**Friends' Parent Engagement Strategies:** Friends Academy will sponsor a variety of opportunities for parents and community members to receive information about the Academy and the progress toward attainment of state standards that students make each year: online newspapers, regularly scheduled performances, publications created by students as well as a host of activities students will engage in representing their growth and development. Mainly, parents and community members will be advised of student performance and progress via annual reports detailing student experiences and academic progress; these will be distributed each year in accordance with Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.

### **11. Enrollment Criteria**

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 Code Ann. §6-23-306(14)(C).

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 Principal 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 from any school will not be 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 Friends as well as students from Little Rock, Academic Plus, Lisa Academy, Bryant Public Schools, and Benton Public Schools and surrounding charter schools.

Friends Academy will be an open enrollment charter school; as such, it will not charge tuition and will not discriminate in its pupil admissions policy or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a school district such as religion, or ethnic identity. Friends Academy will be open to any child who is eligible under the laws of Arkansas for admission to a public school, and Friends Academy Staff, Principal, and Board of Directors will ensure compliance with all applicable anti-discrimination laws governing public schools. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Formal recruitment of incoming students will begin after the Friends Academy charter is authorized. If authorized with a charter, Friends Academy staff will advertise in various media for students interested in enrolling during the 2010-2011 school year. Friends Academy will initially accept applications for Grades 6-7, for up to 360 students. During or before February, 2010 Friends Academy will advertise open registration, and families (television, radio, newspapers, ads in church bulletins, distribution of flyers, etc. If parents desire, they will meet with staff and review the Friends Academy description, program, curriculum, and concepts. A number of community meetings will be held throughout Little Rock to ensure wider communication of the Friends Academy for more prospective students and families. Interested families will submit applications beginning February 15 until March 30. Beginning the 2011-2012 school year, Friends Academy will accept applications for grades 6 through 8 for up to 550 students. In the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, a random, anonymous student selection method will be utilized except as allowed for in Code Ann. §6-23-306(14)(C).

## 12. Job Descriptions

Summarize the job descriptions of the school Principal 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.

**Academy Principal:** The Friends Academy Principal serves as the site instructional leader and is responsible for the total operation of the Academy including the administration and supervision of all phases of the instructional program and management of the facility. The Principal shall provide leadership, administrative, and supervisory skills for the educational development of students as well as to promote parent and community involvement and appreciation and involvement with the arts.

**Teachers:** A team teaching approach will be used at Friends Academy. In other cases, a teacher may teach one special subject—usually music, art, or performing arts classes—to a number of classes. Teachers from all content areas will form a team to aid students in achieving academically across the curriculum. These teachers will be jointly responsible for ensuring the academic achievement of all students assigned to their teams as well as keeping parents and students informed of their progress. Weekly team meetings will be held to discuss students' academic progress, lesson planning, disaggregate data and discuss current trends in education. Friends Academy teachers will serve as facilitators or coaches, using interactive discussions and "hands-on" approaches to help students learn and apply concepts in subjects such as science, mathematics, or English. They will utilize "props" or "manipulative" to help children understand abstract concepts, solve problems, and develop critical thought processes. They will participate in formal and informal assessment, administering and interpreting results to determine students' strengths and areas of need. They will attend professional meetings, educational conferences, and teacher training workshops to strengthen professional competence and serve on

committees as required; collaborate with other teachers and administrators in the development, evaluation, and revision of the middle school program and in ensuring the learning standards are met or exceeded.

**Special Education Teachers:** Special education teachers will instruct students with learning disabilities, cognitive, and emotional/behavioral disabilities, or other special education disabilities as stated in the Individualized Education Plan (IEP) of each student. They will adapt educational materials to meet the unique needs of their students. Referrals for students in possible need of special education services will be given to special education teachers who will conduct informal assessments to determine whether additional, more formal testing should occur. Teachers will be responsible for all due process. Referral, evaluation and placement conferences will be conducted by a team of educators and attended by the parents or guardians of the referred student. An IEP will be developed and followed for all special education students outlining their academic plan of instruction. Special materials will be purchased to instruct students on their academic level. Collaboration with the regular classroom teacher will be ongoing to help in modifying work in the regular classroom and sharing instructional practices to help these students succeed. To keep current with innovative best practices and improve their craft knowledge for teaching students with disabilities, special education teachers will be encouraged to attend several local, state, and national meetings.

**Counselor:** The Counselor will provide curriculum guidance for all students; maintain records and schedules; plan and confer with the classroom teacher; develop and conduct in-service activities regarding techniques for remediation behavioral, social or personal problems of students; assist the teachers with developing crisis prevention plans; coordinate and conduct individual parent education and counseling sessions; assist parents with locating and obtaining community resources available for students; assist in developing and maintaining home-school relations; assist with case-management and team problem-solving with outside specialist, agency personnel, and other appropriate professionals on a regular basis.

**School Social Worker:** The School Social Worker will conduct assessment of student needs; promote regular school attendance; conduct home visits; promote safe, caring, and drug free schools; create programs that encourage empowerment of/advocacy for students. Provide culturally competent services for students and families. Provide individual counseling; facilitate group counseling; provide crisis intervention services and training to abate anger management; impulse control behaviors provide social skills training. Complete social developmental case studies; participate in the evaluation of special education placements; participate in the development of behavioral modification plans. Coordinate the Functional Behavioral Assessments (FBA), and Supportive Intervention Plans (SIP); Provide short/long-term case management services to individual students; make referrals to community agencies; coordinate services with community agencies; coordinate services with other disciplines within the school; participate in transition planning for students.

**Behavioral Intervention Specialist:** Participate as a team member in the identification of social/ behavioral problems; design, implement and follow up on behavioral management programs; participate in the development of individualized educational plans (IEPs); participate as a team member in the evaluation of students; provide individual and group counseling to these students on a regular basis to include socialization activities (e.g. reality therapy, play therapy, etc.); develop and maintain psychosocial and behavioral data on these students; assist other professional with student crisis intervention.

**Mathematics and Science Specialist/Consultant:** Will provide academic leadership in mathematics and science and will serve as the coordinator of the partners in science program, demonstrate model lessons and professional staff development for teachers.

**Reading Specialist/Consultant:** The reading specialist will provide reading to learn and writing to learn leadership as well as leadership in informal reading assessments, demonstration of model lessons, and professional staff development for teachers and to ensure that an expert in reading and writing scaffolds teachers and students until students' learning skills have been developed.

### **13. Business Office and Budget**

*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.*



**How Friends Academy Will Conduct Its Business Office:** The Business Office of the Friends Academy will be located on site within the Academy and will provide the fiscal support Friends Academy requires to operate in accordance with the laws, protocols, and standards of Arkansas Department of Education. Specifically, the Business Office will handle 2 main functions: (1) external business services and (2) internal business services. Additionally, the Friends Academy will contract services with a CPA firm with extensive experience in educational and state accounting procedures and systems to provide oversight and auditing services. Finally, the Friends Academy will contract the services of a professional payroll firm to handle payroll responsibilities in coordination with the Friends Academy Accounts Manager who will be located on-site in the Business Office.

The External Business Services handled by the Business Office and Certified Public Accounting Firm will provide accounting and financial support to Friends Academy including (1) communicating state regulations, (2) serving as liaison between the Arkansas Department of Education and Friends Academy for collection and/or preparation of state reports, (3) preparing Academy Budgets, (4) advising on budgeting revenues, (5) providing data analysis, and (6) training staff and hosting workshops. The Internal Business Services handled by the Business Office and CPA Firm will provide accounting and financial support to the Friends Academy including (1) budgeting, (2) accounting, (3) grant reporting, and (4) program compliance. Internal audits will be conducted regularly, also, by the CPA Firm with the assistance of Business Office to guarantee all local, state, and federal regulations and requirements are met. The Business Office and CPA Firm will maintain accounting activities including (1) accounts payable, (2) accounts receivable, (3) invoicing, (4) check processing, (5) purchase requisitions, (6) monthly financial statements, and (7) Board of Directors' budget presentations. Finally, the Payroll Firm, with assistance from the Business Office, will operate the payroll responsibilities for Friends Academy including (1) paychecks for employees, (2) retirement reporting for Arkansas Teachers Retirement System, (3) retirement reporting for Arkansas Public Employees Retirement System, (4) payroll tax reporting for staff, and any additional requirements as needed.

**Friends Academy Business Office Personnel:** To ensure that the business of The Friends Academy operates in accordance with generally accepted accounting principles, Friends Academy will provide an on-site business office comprised of a full time Accounts Manager responsible for coordinating fiscal oversight, (external and internal), handling accounts payable and receivable, bookkeeping, and payroll services. The Accounts Manager will be aided by the CPA firm and Payroll Firm as well as the school secretary.

**Friends Academy Process for Adopting an Annual Budget:** To ensure a transparent budget adoption process that provides opportunity for input from a cross section of relevant constituencies, the Friends Academy will implement the following budget adoption process. Prior to the adoption of the annual budget, the Friends Academy Board of Directors shall study the school program in relation to the present and future needs of the students and the community. In an effort to make the budget a comprehensive reflection of the financial needs of the Friends Academy program, the following steps will be taken to involve the professional, classified administrative staff, parents, and community representatives in the developmental process.

Friends Academy Principal will engage staff in standing committees that review all aspects of the Friends Academy school program, including its school improvement plan to review expenditures and to determine costs associated with the same as well as needed financial streams to sustain or enhance these components. These will be used to surface important areas for budget inclusion consideration. Committees comprised on parents and local community representatives will be invited to add their input in the development of the upcoming budget and will have opportunities to attend budget development workshops where they review proposed budgets and where they are encouraged to advise Friends Academy administration of their comments regarding the same. All comments (committee reports from staff and parents/community representatives will be recorded and forwarded to the Board of Directors, and the Friends Academy Principal.

The Friends Academy Principal and the Budget Committee (Board of Directors) will meet to discuss budget recommendations from administration, staff, and parents/community representatives and review the recommendations of the Friends Academy administration for the upcoming school budget. During this first budget meeting, the Board of

Directors will take no action, except ensuring its understanding of budget priorities and ensuring its questions regarding the same are answered. This meeting will be open to the public. Adoption of the annual budget takes place at the following meeting of the Board of Directors, typically, scheduled prior to June 30 for the fiscal year beginning July 1. The budget shall include, in addition to operating expenses and expected income for the ensuing year, the sums required for meeting all financial obligations, rentals and other fixed charges.

**14. Annual audit**

Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted.

**Annual Financial Audits:** To ensure fiscal integrity and proper maintenance of Academy resources, each year, the Friends Academy will retain an independent certified public accountant firm to review all financial expenditures and deliver a report related to the same for the Board of Directors that will be presented in a public forum, typically, a Board of Directors' meeting.

**Annual Programmatic Audits:** To strengthen the programmatic responses of the Friends Academy, each year, the Friends Academy staff will review the programmatic operations of the Academy against the Friends Academy mission and the standards of achievement that determine whether students make progress as competent learners: the literacy, and mathematical performance of students on state assessments, students' understanding and application of academic content standards, and all instructional programs, student enrichment activities, and responses to intensive care students including behavioral responses.

**15. APSCN-**

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.

The Friends Academy 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.

**16. Facilities**

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.

**Description of Facilities for Friends Academy**

The Friends Academy will be housed at the former Mitchell Elementary School site located at 2410 South Battery Friends Academy has secured a five year lease contingent on being awarded a charter from the Arkansas Department of Education (Page 124). This facility is ideal in that it has served as a school for almost 100 years. Mitchell Elementary LLC has agreed to renovate the property such that it will have 48,815 +/- ft<sup>2</sup>, containing 24 classrooms, administrative space, a multi-purpose room and 69 parking spaces, contingent upon Friends Academy receiving a charter.

The negotiated lease rate of \$40,400 per month or \$9.93 per ft<sup>2</sup> per year includes renovations necessary for occupancy. The owner has agreed that renovations will include all sustainable approaches as are financially feasible, in attempting to achieve LEED certification. The owner is willing to negotiate terms for the continued operation, maintenance and repair of the facility. If unable to come to terms, a management company will be contracted for this purpose. The Owner of the proposed facility is Mitchell Elementary, LLC. Dr. George Blevins, Jr. holds an ownership interest in this company. There are no known relationships with members of the Board of Education for Little Rock Public Schools. No known relationships with employees of the Little Rock School District.

Dr. George Blevins, Jr. is a Trustee of the sponsoring entity. He also holds an ownership interest in Mitchell Elementary, LLC, which owns the facility. He does not hold a position on the Friends Academy School Board. In discussions with the Arkansas

Department of Education, Friends Academy was informed that this facility could be used to house our charter school, if it was the facility best-suited and a strict conflict of interest procedure was followed to ensure transparency. It is the intention of Friends Academy and Mitchell Elementary, LLC to ensure that all financial arrangements are in the best interest of Friends Academy and completely transparent.

The Friends Academy School Board followed our Conflict-of-Interest Policy in selecting the facility. After exercising due diligence, the Board President found that he could not obtain a more advantageous arrangement from any person or entity that would not give rise to a conflict of interest. Working with Rocky Herman, a realtor with Access Realty, he found that there was not another suitable property, at a comparable lease rate, available in central Little Rock. The Board examined a number of prospective properties, but was not able to find one as suitable or at as reasonable a lease rate. The former Brandon House property on University Ave. at 12<sup>th</sup> Street was investigated. The realtor with Flake & Kelly Commercial Realty stated that the as-is lease rate is \$12 per square foot per year. At 60,000 square feet, that was \$60,000 per month prior to any renovations to make it suitable for use as school. This was far beyond the lease rate the school could afford. He also stated that he could find no other property of 40,000 square feet or larger available for lease. After discussion, the School Board determined by unanimous vote that the lease arrangement with Mitchell Elementary, LLC is fair and reasonable and is in the best interest of Friends Academy. The School Board then decided by unanimous vote to enter into the lease agreement with Mitchell Elementary, LLC.

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.

The proposed facility will comply with all requirements for accessibility in accordance with the American with Disabilities Act and Individuals with Disabilities Education Act as well as 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. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

The facility does not currently meet these requirements. Mitchell Elementary, LLC has agreed to an extensive renovation of the property such that it will comply with all ADA requirements, federal, state and local building, health and safety laws required for use as a public school. This renovation will include installation of an elevator and handicapped accessible restrooms. This property is presently zoned for use as a Charter School. There are no alcohol sales within 1000 feet of the property.

**17. Describe the manner in which the school will make provisions for the following student services:**

**Guidance Program** Friends Academy will employ a school counselor who will work with the school social worker and behavior specialist to promote positive social skills, individualized and group counseling, and serve as liaison between Friends Academy staff and students' homes. The school social worker will oversee and administer the student support component of the Academy. The School Social Worker will conduct assessment of student needs, promote regular school attendance, conduct home visits, promote safe, caring, and drug free schools; create programs that encourage empowerment of/advocacy for students, provide culturally competent services for students and families, individual counseling, and group counseling. Additionally, the social worker will provide crisis intervention services and training to abate anger management; impulse control behaviors, provide social skills training.

**Friends Academy Response for Health Services**

**School Nurse:** The school nurse will provide for the promotion and maintenance of health as well as the prevention of illness and injuries; additionally, the nurse will facilitate the removal of health-related barriers to learning and promote an optimal level of wellness for students and staff, be responsible for direct and indirect care given to students in compliance with school policies, professional standards of practice, physician's orders, and the Individual Health Plan, provide health screenings for student attending the academy; administer prescribed medication to students, monitor immunization records for compliance, provide in-services for staff and parents, and demonstrate and teach



healthy living strategies to students. The nurse will provide appropriate assessment, planning, intervention, evaluation, management, and referral activities for students in the Friends Academy.

**Media Center:** Friends Academy will establish a comprehensive media center that includes technology, reference materials, and holdings that represent 2500 books at its inception and will add to and build a credible school media center each of the years of the charter. The Media Center will be augmented by real life institutions such as libraries, museums, Audubon Nature Center, UAMS. These institutions are all present and available in Little Rock. In particular, numerous public libraries of Little Rock as well as a variety of online libraries will be mainstays of the school curriculum until the reference, academic, and recreational holdings of Friends Academy increases. To begin the process, during year one, the media center will comprise limited print-based holdings but will foster access to technology and the media available through the same. Friends Academy will stock each classroom with a bank of computers, listening stations, television, DVD/VCR, digital camera, and interactive white board; additionally, Friends Academy will house in what will become the media center a technology center for creating products and using technology in whole class groups. Equipment will include interactive white boards, projection equipment, viewing screen, language master electronic learning systems, multi-media desk top publishing system, and wireless computer laboratories.

**Transportation:** Friends will utilize a formal and informal RFP process that reflects current Arkansas Public legislation and public school policies. Purchases over \$5,000 will be subjected to a formal bid process Friends Academy will issue a Request For Proposals (RFP) for transportation services for all students living within a two-mile radius. Students outside that radius will be provided subsidized public transportation assistance. The process Friends Academy will employ for determining a transportation company follows the formal RFP process detailed below. Any RFPs Friends Academy offers for bid must include the following: (1) Identify organizational goals and objectives, (2) Identify stakeholders, (3) Identify project objectives. Additionally, all Formal RFP's will be reviewed by a committee consisting of Friends Academy staff members and qualified consultants to evaluate all proposals based on a predetermined criteria established by the committee in concert with all local, state, and federal regulations. The RFP committee will then present their findings to Friends Academy Administration for approval and presentation of said contract. The RFP committee will also be responsible for regular reviews of services and/or products and evaluations to determine contract continuation and/or renewal.

**Food Service:** Friends Academy will issue an RFP for food services and follow the process outlined above for issuing and submitting a Formal RFP. See response described in transportation area above.

**Special Education:** As a public charter school, Friends Academy is aware that the federal Individuals with Disabilities Education Act (IDEA) and state regulations will govern the acceptable manner in which we will ensure that any qualified student enrolled in our school is provided a free, appropriate education, in the least restrictive environment that will meet the child's need.

The staff of Friends Academy will follow all due process, notification and parental participation regulations and guidelines during the referral, evaluation, placement, programming, and review phases of our special education program. Friends Academy will use routine assessments, screenings and staff professional development to assist in the identification of students who may be in need of and qualify for special education services. The Friends Academy staff will be prepared to provide, or cause to be provided a continuum of special educational placement and programming options; with the preferred setting being in the least restrictive environment. An individualized education program, designed to provide educational benefit will be developed for each IDEA qualified student by a multi-disciplinary school team including the child's parent(s).

If related services are required for the student to benefit from the individualized education program, those services will also be provided. Friends Academy will participate in an Arkansas Public School Resource Center Service Consortium to utilize the shared services of a Special Education Supervisor and to utilize the Special Education Automated Software (SEAS) for IEP development, compliance management and Medicaid billing. Children identified as special education eligible will receive the educational support required by IDEA at Friends Academy. Friends Academy will offer an appropriate educational setting commensurate with the requirements of the new IDEA. Friends Academy parents will receive procedural safeguards and due process rights in the identification, evaluation and educational placement of their

child. Disputes will be resolved through mediation, impartial due process hearings, appeal of hearing decisions, and/or civil action. With parental consent, an individualized evaluation will be conducted using a variety of technically sound, unbiased assessment tools. Based on the results, a team of professionals (including the parent of the child) will determine the eligibility for special education. Reevaluations will be conducted at least every 3 years.

Results will be used to develop an IEP that specifies the special education-related services, and supplemental aids and services to be provided to address the child's goals. Placement in the least restrictive environment (LRE) will be selected from a continuum of alternative placements, based on the child's IEP, and reviewed at least annually. IEPs will be reviewed at least annually to see whether annual goals are being met. IDEA standards regarding the specific provisions about IEP team composition, parent participation, IEP content, and consideration of special factors will be considered. If parents disagree with changes in the IEP, the student will continue to receive the services listed in the previous IEP until the parent and school staff reaches an agreement. If the parent continues to disagree with the IEP, there will be several options, including the parent asking for additional testing or an Independent Educational Evaluation (IEE), or resolving the disagreement using due process. The student will continue to receive special education services if the team agrees that the services are needed. A re-evaluation will be completed at least once every three years to see if the student continues to be eligible for special education services, and what services he or she continues to need.

**Friends Academy Response for Alternative Education:** The Friends Academy will provide an Intensive Care component that will serve as the response for students who might be described as "alternative." To address the problem of students who are unwilling or unable to focus on specific tasks during lessons as well as those who lack motivation or behave in ways disruptive to other students and teachers, Friends Academy staff will provide individualized programming for all students using the Plato 6-8 Prescriptive Learning Solution. Mainly, students eligible for Intensive Care will be off-task learners who display the following characteristics: extremely high needs for reading and learning competence, social learners who are unable or unwilling to engage in on-task behavior, and students who might require a clinical intervention. In Intensive Care, the pupil is assumed to make a conscious rational decision to avoid the task given during a lesson and to do something else or nothing at all.

The Intensive Care Strategy is a means of engaging students' interest and building their understanding during classroom activities. Instead of a more traditional approach to student redirection, Intensive Care staff will interpret non-co-operative behavior as the pupil's way of reacting to or coping with a situation which is not understood. All students who experience off-task behaviors will be placed in an intensive care component which will require detailed assessment of students array of strengths and review by a Student Study Team which will develop an individualized plan tailored to the students' competence levels. The purpose of Intensive Care will be to discover the level of functioning that is comfortable for the students and to engage them in performing school related work that is at the appropriate level for each student and begin the building process from that point. The school social worker collaborates with classroom teachers to ensure that an individualized plan is developed that charts the students' re-entry to more traditional classroom experiences.

**Friends Academy Response for Gifted and Talented Program:** The Friends Academy concept begins with the premise that all children are gifted and talented and all bring strengths and talents that are not typically recognized in school settings. As such, Friends Academy will offer a school wide gifted and talented program design based on The Enrichment Triad Model (Renzulli) designed to encourage creative productivity of children by exposing them to various topics, areas of interest, and fields of study. This model provides the process to develop children in ways that strengthen their ability to *apply* advanced content, process-training skills, and methodology training to self-selected areas of interest. Consequently, three types of enrichment are included in the Triad Model.

## **18. Food Services**

*Describe the manner in which the school will make provisions for food services. Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.*

For all eligible students, Friends Academy will participate in the USDA's Child Nutrition Program that is administered through the Child Nutrition Unit of the Arkansas Department of Education. Meals will also be made available for other students at reasonable cost through a contracted licensed food service provider.

#### **19. Parental Involvement**

*Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.*

In urban settings, typically, two major barriers restrict parental involvement: (1) parents' lack of transportation and telephones, which makes communication between the home and school difficult and (2) parents' negative perception of school in general, which have been revealed on parent surveys in general. Workshops on parenting will help families learn about child development and how to support student academic learning. Parenting workshops will cover a number of different issues, such as children's language development and learning styles, parent nurturing and discipline strategies, child abuse prevention, and nutrition and health practices. For example, parents may also serve as mentors to other parents. They will help other parents learn about strategies for helping children learn and outreach strategies that build partnerships between schools and families. Another strategy will be to assist parents in reaching their own academic and vocational goals. In collaboration with local community colleges, we will work to connect parents to adult education courses to receive a General Educational Development (GED) credential, college credit, or develop job-related skills.

Friends Academy staff will exhaust all avenues open to them to ensure parental engagement and involvement in the education of their children. These include employing a parent coordinator to enhance school-parent communications by coordinating parental programming, providing technical assistance via obtaining necessary parent signatures, recruiting parents for school committees and councils, and driving parents and teachers to ensure their presence at conferences or medical referrals arranged by the school staff. Parent representatives will be members of the Friends Academy Enrichment Committee and contribute to planning of enrichment activities for students.

Additionally, Friends Academy staff will make a concerted effort to dispel parents' negative images of school by offering events to make them feel welcome, providing parents with training on how to work with their children at home, and by training staff to support parents' efforts to work with their children. Friends Academy will provide monthly events for families that include Family Math and Science Night, Family Literacy Night, Science Fair as well as workshops, an open house each year, spelling contests, speech contests, Reading Intervention Program for parents of K-2 students, game night, multi-cultural night, and authors' day (an event when students present books they have created). The Parent Coordinator will ensure that all planning committees consist of teachers and parents.

#### **Friends Advisory Board**

The members of Friends Advisory Board (FAB) serve in a purely advisory capacity:

- to the school board, principal and other administrators on school policies, programs, and goals,
- to teachers in a professional development capacity, and
- to students as resource for health and environmental sciences information and opportunities,
- as a vehicle for all groups in the school to come together to share ideas, problems, and solutions with a focus on school-wide issues that directly impact Friends Academy.

The minimum FAB membership may include but is not limited to:

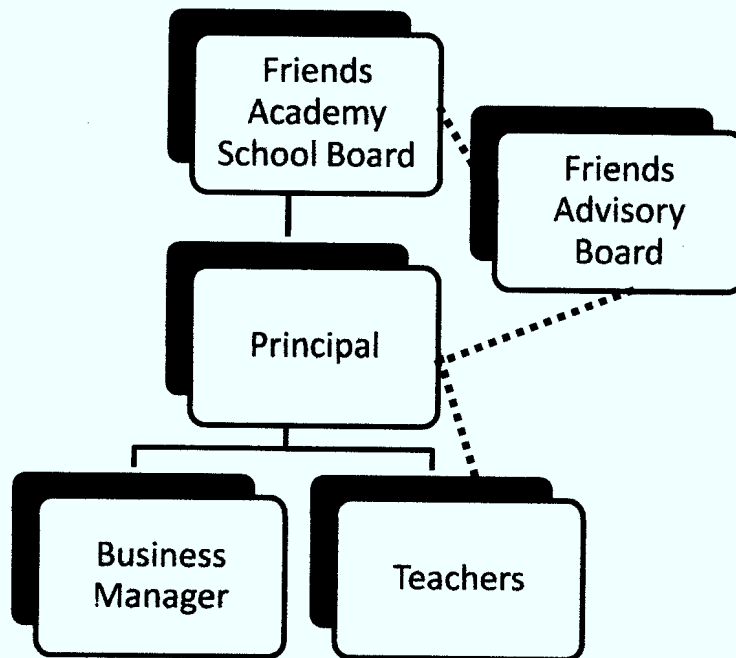
The principal,

at least one (1) teacher,

at least one (1) community representative,

at least two (2) parents not employed by Friends Academy,

at least four (4) persons from the fields of health science, environmental science or business, other than the two parents named above



Friends Academy's Advisory Board, will regularly meet to provide input to the Friends Academy Principal and to oversee a parental and community satisfaction survey is administered, reviewed, interpreted, and reported to school staff and the Board of Directors.

## 20. Waivers

List the specific provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the specific State Board of Education rules, 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 requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

We will seek a waiver requesting that we have discretion in selecting the Principal for Friends Academy as scientists or technologists with college degrees might be useful in developing the science and mathematics across the curriculum theme representative of the Friends Academy design. Additionally, we will seek the following waivers to ensure that we have the flexibility we will need to deliver the educational program and student results described in this application.

### REQUESTED WAIVERS

Because charter schools operate with less revenue than their traditional counterparts and because charter schools are subject to lose their charter if they fail to demonstrate student achievement and development on state assessments as well as general parental satisfaction, Friends Academy requests the greatest flexibility in establishing the school designed. Therefore, Friends seeks the following waivers that are permissible by Arkansas policy and school legislation.

6-10-106. Uniform dates for beginning and end of school year. (Title 6 of the Arkansas Code, ADE Rules, and Standards for Accreditation; Uniform dates for beginning and end of school year; the school may opt for a longer school year;



6-13-608 Length of Directors' Terms (Board of Directors serve three year terms); 6-13-616(a). Qualifications of directors; Grading scale; ADE Rules Regulating Visual Art and Music Instruction Standards for Accreditation-IV. Curriculum; The school will adopt the curriculum described in this application; Employment of certified personnel;

6-16-980 Teacher's Salary Fund

6-16-124. Arkansas history - Required social studies course.

Arkansas history will be incorporated into the curriculum; but not necessarily through dedicated courses.

6-17-114. Daily planning period.

Adequate planning time will be provided (at least 200 minutes per week), but the school requests greater flexibility in scheduling this time than is provided by code.

6-17-203. Committee for each school district.

6-17-302. Public school principals - Qualifications and responsibilities. 6-17-309. Certification - Waiver.

6-17-401 et seq. Teacher's license requirement.

6-17-418. Teacher certification - Arkansas history requirement.

6-17-807. Additional days.

6-17-902. Definition of a Teacher

6-17-919. Warrants void without valid certificate and contract.

6-17-920. Examination of teachers' contracts.

6-17-1501 through 6-17-1510 et seq. Teacher Fair Dismissal Act of 1983.

6-17-1701. et seq. Public School Employee Fair Hearing Act.

Given that a school's charter may be revoked for nonperformance, the school reserves the same right for the timely dismissal of employees who are impeding the academic progress of students.

6-17-2302. (Act 1591 of 2007, regarding Business Managers) ADE Rules Governing "Highly Qualified Teachers"

ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

Standards for Accreditation-X. Personnel

The school reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of licensure status, as provided by regulatory guidance for charter schools under No Child Left Behind.

6-17-2403. Minimum teacher compensation schedule. ADE Rules-Certified Staff Salary Schedule

Act 847 of 2007 Concerning Public School Certified and Classified Employee Alternative Pay Programs

The school intends to provide teacher compensation that is competitive with other local public and private schools. However, it reserves the right to determine specific salary schedules. A teacher who seeks employment with the school is assumed to have given tacit approval for participation in compensation plan.

6-18-508. Alternative learning environment.

As schools of choice, charter schools provide a learning environment that is appropriate for those students and parents who value the school's mission and purpose.

6-25-101 et seq. Public School Library Media and Technology Act. ADE Rules Regarding Eye and Vision Screening

ADE Rules Regarding Nutrition and Physical Activity Standards for Accreditation-XI. Support Services.

The intent of the act may be met through cooperative and/or contractual agreements with mental and physical health providers, libraries, and museums in the community.

Standard IV: Curriculum Grades 5-8

9.03.3.9 Career and Technical Education

A primary focus in the Friends Academy curriculum is career awareness. This will be addressed through UAMS faculty and staff and Audubon Arkansas. It is anticipated that Friends Academy will not have adequate resources to offer Workforce Education classes.

Standard X: Personnel

15.03.1 Licensure and Renewal

15.03.2

15.03.3

16.03.01 Health and Safety Services

School nurse requirements will be met.

16.01.01 through 16.01.03 Guidance and Counseling

The duties of providing appropriate student guidance will be assumed by one or more staff. Upon enrollment exceeding 400, Friends will hire an appropriate certified counselor to meet individual needs of students.

16.03.02-16.02.03 Media Services

Standard XIII Gifted and Talented Education

18.01-18.03 Gifted and talented students have unique social emotional and intellectual needs. Friends Academy will implement policies designed to meet these needs through collaboration with students, teachers, parents and community members that ensure intellectual, social and emotional needs are met.

21. **Desegregation Impact**

*Describe 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.*

As an open-enrollment charter school, Friends Academy of Health and Environmental Sciences expects to draw students from throughout Pulaski County. The founders of Friends Academy envision a school that will serve a diverse student population that is reflective of this large geographic area from which students come. Due to the small number of students relative to the total in the three school districts from which Friends Academy will draw students, there will not be a significant or negative impact on the racial balance of Little Rock or Pulaski County Special School and North Little Rock School Districts. In fact, it is likely that a number of students will come from private schools, home schools, or other school districts making this impact even less. Additionally, Friends Academy will meet all other obligations in hiring faculty and staff, maintaining diversity on the Board of Directors of Friends Academy and in all other areas of the desegregation order. As a public charter school, Friends Academy will abide by all federal, state and local civil rights laws.



# ArkansasOnline.

In association with the Arkansas Democrat-Gazette



Welcome gblevins

Not gblevins? Click here

Tuesday, July 14 2009 7:17:23 pm

Home News Business Entertainment Sports Photo & Video Features Contact Us Targeted Publications Classifieds Jobs Real Estate Auto  
 Latest Arkansas Today's Newspaper Extras Obituaries Opinion Elections Politics National World Archives Sister Papers E-mail Updates

Enter search terms

Delivery date : Tuesday, July 14, 2009 7:17:23 pm  
 Username : gblevins :: (Log out)  
 Your query : George Blevins  
 Charge for this story: \$1.95  
 Publication: Arkansas Democrat-GazetteNW  
 Page(s): 16  
 Section: Northwest Arkansas  
 Original Date: 03/26/2005

AUTOarkansas

HOMESarkansas

JOBSarkansas

FOCUSphotos

weekly

## Coalition board introduced

ARKANSAS DEMOCRAT-GAZETTE

Members of the Arkansas Mathematics, Science and Technology Coalition board of directors:

Jerry B. Adams, Acadom Corporation corporate leader for economic development/ community relations

Ford Baldwin, Practical Weed Consultants, LLC

George Blevins Jr., Blevins Enterprises president and CEO

Sen. Shane Broadway (District 22), Insight Communications director of client development and services

John Chamberlin, Chamberlin Research president

Woody Cummins, First Security Bank of Conway senior vice president for business development

Heather Larkin Eason, Arkansas Community Foundation executive vicepresident

Melinda Faubel, SBC director of external affairs

Ed Franklin, Arkansas Association of Two-Year Colleges executive director

Al Hampton, University of Arkansas at Little Rock's CyberCollege assistant dean of recruitment and diversity relations

James Hendren, State Task Force on Advancing Knowledge-Based Jobs chairman

Keith Hudson, UALR Graduate Institute of Technology director

Tiffman Kennon, Arkansas Science Teachers Association president

Stephen Lease, UA-Fort Smith associate vice chancellor for work force development

Rep. Mark Martin (District 87), Engineering Institute, Inc., chief technology officer

Jean McGehee, Arkansas Council of Teachers of Mathematics president

Greg Nabholz, Nabholz Properties vice president

Rickey Williams, Genesis Broadband Wireless Communications vice president of sales and marketing

This article was published on page 16 of the Saturday, March 26, 2005 edition in the Northwest Arkansas section.



Copyright © 2009, Arkansas Democrat-Gazette, Inc.  
 All rights reserved.

This document may not be reprinted without the express written permission of Arkansas Democrat-Gazette, Inc.

Material from the Associated Press is Copyright © 2009. Associated Press and may not be published, broadcast, rewritten, or redistributed. Associated Press text, photo, graphic, audio and/or video material shall not be published, broadcast, rewritten for broadcast or publication or redistributed directly or indirectly in any medium. Neither these AP materials nor any portion thereof may be stored in a computer except for personal and noncommercial use. The AP will not be held liable for any delays, inaccuracies, errors or omissions therefrom or in the transmission or delivery of all or any part thereof or for any damages arising from any of the foregoing. All rights reserved.

Home | News | Sports | Business | Entertainment | Features | Photos | Classifieds | Auto | Real Estate | JobsArkansas | Weather | Video

<http://library.ardemgaz.com/ShowArchiveStory.asp?Path=ArDemocratNW/2005/03/26&I...> 7/14/2009

Friends of the Environment, Inc.  
ENR 27-0483521

# ArkansasOnline.

In association with the Arkansas Democrat-Gazette



Welcome gblevins  
Not gblevins? Click here

Tuesday, July 14, 2009 8:36:31 pm

[News](#)
[Business](#)
[Entertainment](#)
[Sports](#)
[Photo & Video](#)
[Features](#)
[Contact Us](#)
[Targeted Publications](#)
[Classifieds](#)
[Jobs](#)
[Real Estate](#)
[Auto](#)

[Latest](#)
[Arkansas](#)
[Today's Newspaper](#)
[Extras](#)
[Obituaries](#)
[Opinion](#)
[Elections](#)
[Politics](#)
[National](#)
[World](#)
[Archives](#)
[Sister Papers](#)
[E-mail Updates](#)

Enter search terms

Delivery date : Tuesday, July 14, 2009 8:36:31 pm  
 Username : gblevins :: ( )  
 Your query : George Blevins  
 Charge for this story: \$1.95  
 Publication: Arkansas Democrat-Gazette  
 Page(s): B1  
 Section: B1  
 Original Date: 10/27/1999

U arkansas

O arkansas

O arkansas

FOCUS photos

weekly

## 150 hear, criticize district's offer to keep school open

JULIA SILVERMAN ARKANSAS DEMOCRAT-GAZETTE

For the parents, grandparents and alumni of Mitchell Elementary School it's something as simple as their children being able to walk to school that keeps their neighborhood alive.

So they packed the auditorium of the old school at Roosevelt Road and Battery Street on Tuesday night, to protest against the Little Rock School District's plans to shutter Mitchell and divert its pupils to the new Stephens Elementary School opening in January 2001.

Faced with about 150 vocal Mitchell supporters, Victor Anderson, the district's associate supervisor for operations, told them that they could save their school — but there was a catch.

Mitchell supporters would have to get pledges from enough parents to make up one full grade each of kindergarten through fifth grade for the school to remain open, Anderson said. Otherwise, he said, the district will push ahead with alternative plans for the building, such as a pre-kindergarten center, a parent resource center or relocated administrative offices.

But the offer was a relative sucker's bet, said John Walker, a Mitchell supporter who is one of the lawyers for the plaintiffs in the long-running desegregation lawsuit that has placed the Little Rock School District under federal supervision.

In making the offer to keep Mitchell open conditional upon enrollment, Walker said, the school district was banking on parental apathy and the promise of the shiny new Stephens campus, which will be one of the first schools in the nation to integrate a community center with a public school.

"They know parents don't affirmatively do things — but just because most people won't respond to this it does not mean that they are not interested," Walker said. "We have been fighting to keep schools in black neighborhoods open. Certain people have let this school get run down in an effort to be able to say that they could close it because it is an older building that can't be maintained."

Plus, Walker said, the district is asking Mitchell and Garland elementary school parents to make a choice that no others in the district face.

Others in the audience weren't buying Anderson's version of a compromise either.

So they stepped to the microphone one by one and accused the school district of selling them out, of wanting to bus their kids to a school over two miles away, in an area many said they considered unsafe. The new Stephens Elementary School at 18th and Valentine streets plans for a student body of about 650, drawn mainly from children who now attend Mitchell and Garland elementary schools. Garland would also close.

Some people said they were angry that the school district didn't seek more community input before forging ahead with construction on Stephens. Others said they were afraid their children would get lost in the shuffle of a larger elementary school.

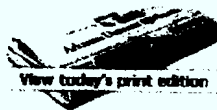
But for most, the issue was even more basic: not to let the school, the beating heart of their community, close down.

"Quit chasing us out of our neighborhoods," said Irma Hunter-Brown, a Mitchell supporter who is a former state representative. "Get an architect into this building and bring it up to standards, and the children will come."

"Elementary schools are like anchors," said Dr. George Blevis Jr., an assistant professor of physiology and biophysics at the University of Arkansas for Medical Sciences. "One of the primary things that impacts student achievement is parental involvement. And to travel 2 1/2 miles, that's a real hardship for some of these parents. It will affect this neighborhood."

Anderson said after the meeting that if Mitchell supporters are able to convince enough parents to keep their children in the school, the district would have to spend some money on repairs to the building, which is damaged in some places.

<http://library.ardemgaz.com/ShowArchiveStory.asp?Path=ArDemocrat/1999/10/27&ID=A...> 7/14/2009



Tuesday, July 14, 2009 8:34:42 pm

Home News Business Entertainment Sports Photo & Video Features Contact Us Targeted Publications Classifieds Jobs Real Estate Auto  
Latest Arkansas Today's Newspaper Extras Obituaries Opinion Elections Politics National World Archives Sister Papers E-mail Updates

Enter search terms

News Archives Classifieds Sports Links

Delivery date : Tuesday, July 14, 2009 8:34:42 pm  
Username : gblevins :: (Log out)  
Your query : George Blevins  
Charge for this story : \$1.85  
Publication : Arkansas Democrat-Gazette  
Page(s) : B1  
Section : B1  
Original Date : 02/29/2000

AUTOarkansas

HOMESarkansas

JOBSarkansas

FOCUSphotos

Arkansas weekly

## Parents stay true to school, save it Keeping kids enrolled kept Mitchell open

JULIA SILVERMAN ARKANSAS DEMOCRAT-GAZETTE

Six months ago, it was virtually a done deal. In January 2001, Mitchell Academy -- a weathered, proud elementary school that stands at the heart of the Wright Avenue neighborhood -- would be closed, its students diverted to the new Stephens Elementary School.

Those who argued that closing Mitchell would be a blow to the primarily black, inner-city neighborhood, strained at first to make themselves heard over the hubbub of excitement over Stephens, which will be among the first schools in the nation to integrate a community center with a public school.

But gradually, the band of Mitchell parents who want to be able to walk their children to school, not put them on a bus to a neighborhood they fear is unsafe, grew stronger.

And Monday night, they learned they'd saved their school.

At a specially convened meeting in Mitchell's small cafetorium -- the same place where 150 angry Mitchell supporters first met in October to vent about the planned closing -- Little Rock school Superintendent Les Carmine congratulated the school and its supporters. Their campaign was a textbook example of the best kind of neighborhood revitalization, he said.

"They did something important here," he said after the meeting. "Now the kids will see the school as something important, because they know that their parents and grandparents and teachers care about their education."

For the Mitchell supporters, the announcement that their school will remain open -- and that children who live within the Mitchell attendance zone will automatically be assigned there -- was a welcome end to months of negotiations, petitions and meetings.

"The Mitchell school community is flying high on the wings of success," said Dr. George Blevins, an assistant professor of physiology and biophysics at the University of Arkansas for Medical Sciences, who has served as the spokesman for the Mitchell Save Our School Committee. "Now we have the ear of the city administration, and we realize that we can speak with a unified voice."

Last October, district officials placed responsibility for keeping the school open largely in the hands of Mitchell parents, asking them to keep their children enrolled in the school. At the time, some -- like civil rights attorney John Walker, a Mitchell supporter -- called that an unfair demand, considering the lure of the new Stephens campus.

But the parents came through for Mitchell. Associate Superintendent Junious Babbs said that out of 186 enrollment surveys sent to parents, only one family indicated that they wanted their child to attend Stephens.

The next step, Blevins said, is to make certain the school gets the funding it needs to renovate its building and improve its resources. Mitchell is one of the oldest schools in Little Rock and inside the graceful brick building, plaster is puckering and moisture is seeping through cracks. The school has had over a half dozen different principals in the last nine years and has few computers.

Renovations on the school's physical plant would likely begin this summer, Carmine said, with other improvements to come in the next two to three years.

But he cautioned that in many ways, the battle to save Mitchell was just beginning: Parents, grandparents and alumni need to remain active and involved, to keep up the Mitchell momentum.

"We've got a lot of work to do that can't be accomplished in 30 days," he said. "Constant vigilance is always necessary."

Those attending the meeting had many hopes for Mitchell's future: a playground, an after-school program, a brand-new computer lab, and, perhaps most of all, a permanent principal.

Having so many different principals "is like having a different father every year," said Kimberly Dade, a Mitchell teacher. "It is painful, and it is confusing, and you never really get set."

<http://library.ardemgaz.com/ShowArchiveStory.asp?Path=ArDemocrat/2000/02/29&ID=A...> 7/14/2009

# ArkansasOnline.

In association with the Arkansas Democrat-Gazette



Welcome **gtblevins**

Not gtblevins? Click here

Tuesday, July 14, 2009 8:33:59 pm

[News](#)
[Business](#)
[Entertainment](#)
[Sports](#)
[Photo & Video](#)
[Features](#)
[Contact Us](#)
[Targeted Publications](#)
[Classifieds](#)
[Jobs](#)
[Real Estate](#)
[Auto](#)

[Latest](#)
[Arkansas](#)
[Today's Newspaper](#)
[Extras](#)
[Obituaries](#)
[Opinion](#)
[Elections](#)
[Politics](#)
[National](#)
[World](#)
[Archives](#)
[Sister Papers](#)
[E-mail Updates](#)

SEARCH Enter search terms

[News](#)
[Archives](#)
[Classifieds](#)
[Stocks](#)
[Google](#)

**Delivery date :** Tuesday, July 14, 2009 8:33:59 pm

**Username :** gtblevins :: ( )

**Your query :** George Blevins

**Charge for this story:** \$1.95

**Publication:** Arkansas Democrat-Gazette

**Page(s):** B5

**Section:** B5

**Original Date:** 07/26/2000

[AUG arkansas](#)

[HOMES arkansas](#)

[JOBS arkansas](#)

[FOCUS photos](#)

[weekly](#)

## Historic district to be honored Festival designed to bring residents out, develop community

SHAREESE KONDO ARKANSAS DEMOCRAT-GAZETTE

People in the neighborhood where the state's first governor's mansion still sits are sponsoring a festival to honor the area and its rich history.

"This is the first time we've done this, and we're just hoping to form a more cohesive neighborhood and get people out to meet each other," said George Blevins, president of the Wright Avenue Neighborhood Association. Blevins lives across the street from the two-story home at 1902 Marshall St., which served as home to five governors.

"We have many nice homes in the area," Blevins said, "but many are in disrepair. Rather than tearing them down, they should be renovated. This neighborhood has such a rich history."

The 77-block neighborhood is bordered by Roosevelt Road on the south, Martin Luther King Jr. Drive on the east, railroad tracks from Wright Avenue to Roosevelt on the west and Wright Avenue to the north.

On Saturday, Blevins and the neighborhood association will sponsor Project 2000 Community Development Festival at Barton Park, across Roosevelt Road from the Arkansas State Fair grounds.

"We'd like to bring the more than 500 households in this area together and mingle in a friendly setting to get to know each other," he said. "We need to engender that sense of community that's missing a lot of neighborhoods today."

The area is considered part of the Central High School historic district. Blevins said the area has one of the highest concentrations of historic homes in the city that range from 80 to 90 years old.

One of the area's most notable buildings is Mitchell Elementary School, which was built in 1908 and recently listed on the National Trust of Historic Preservation's list of the country's 100 most endangered historical buildings. The school was slated to be closed earlier this year, and its students rerouted to the new Stephens Elementary School, but a coalition of parents, teachers and alumni rallied against that, extracting a promise from the board of education to renovate the old building.

The festival will be held from 10 a.m. to 6 p.m. Saturday. Those attending the event will be treated to free food and drinks, health screenings, a concert performed by the group Afrodesia and free tours of the area on a Central Transit Arkansas Authorities bus. The city gave the association a \$3,000 grant to sponsor the festival. Local businesses also donated funds and advertising services.

Those manning booths will include representatives from the Little Rock fire and police departments, parks and recreation, the zoo, Convention and Visitors Bureau, Metropolitan Emergency Medical Services, Little Rock National Airport, Central Arkansas Library System, the American Red Cross and Philander Smith College.

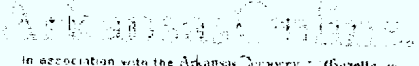
Blevins, who bought his 88-year-old home in the area three years ago, said the association hopes to make the gathering an annual event.

"Of all the places we have lived," he said, "this feels more like home than anywhere else. There are lots of nice big homes over here. We've taken the stance that if we treat the neighborhood like a lawn, it'll grow just from being taken care of. We'll squeeze out the weeds and bring it back to its former glory."


Slug Line: xfestivalwe for 5B city

This article was published on page B5 of the Wednesday, July 26, 2000 edition in the B5 section.





In association with the Arkansas Democrat-Gazette



View today's print edition

Welcome gblevins  
Not gblevins?

News Business Entertainment Sports Photo & Video Features Contact Us Targeted Publications Classifieds Jobs Real Estate Auto

**Delivery date :** Tuesday, July 14, 2009 8:25:50 pm  
**Username :** gblevins : ( )  
**Your query :** George Blevins  
**Charge for this story:** \$1.85  
**Publication:** Arkansas Democrat-Gazette  
**Page(s):** 11 and 17  
**Section:** Arkansas  
**Original Date:** 02/27/2004

arkansas

arkansas

arkansas

photos

weekly

**Board OKs repair funds at 2 schools**  
**LR ELEMENTARIES GET \$5 MILLION**

BY CYNTHIA HOWELL ARKANSAS DEMOCRAT-GAZETTE

The Little Rock School Board voted 8-0 Thursday to spend \$5 million on repairs at Mitchell and Rightsell elementary schools - but not before stinging words about keeping promises were exchanged between board members and representatives of the Mitchell School neighborhood.

At issue was whether the necessary repairs at two of the city's oldest schools could be justified as district officials project that both of the small schools will lose enrollment in the next few years. Mitchell, at 2410 Battery St., has 255 students while Rightsell, at 911 W. 19th St., has 291.

After voters approved a 5-mill tax increase in 2000 for repairing and renovating nearly all district schools, a total of \$950,000 was set aside for Mitchell and \$800,000 for Rightsell.

But last fall, Mitchell employees complained about deteriorating ventilation and moisture problems at that school, prompting the district to temporarily move most of the students to other schools for the rest of this year. A re-evaluation of the construction needs at both schools determined that an additional \$1.54 million in work is needed at Mitchell and another \$1.78 million at Rightsell.

Members of the Wright Avenue Neighborhood Association, longtime advocates for preserving Mitchell, addressed the board early in the meeting, asking them to approve funding for the repairs at the school and warning that a decision otherwise would be a violation of the public trust.

"If this board doesn't fulfill this promise, why should anyone in Little Rock ever believe in this board again?" asked Dr. George Blevins, vice president of the association.

Terence Bolden, another neighborhood association member, questioned why Mitchell was allowed to deteriorate to the point that mold and animal droppings were endangering the health of children and staff.

He also discounted district administrators' projections of decreasing enrollment as a reason, saying the school's numbers have remained stable over the past 15 years and that other schools that have had enrollment drops weren't threatened with closure.

Board members vehemently objected to the characterization of their discussion about the Mitchell renovations and its enrollment projections as being a conspiracy to close the building.

"I will support this," board member Larry Berkley said. "But when folks question the integrity of this board - that doesn't help your cause. We are responsible for the entire district. If we can't ask questions about this project without having our characters impugned, then something is wrong."

Berkley rejected the arguments made by the neighborhood leaders that the district is purposely causing the enrollments to drop at Mitchell and Rightsell with recent changes made to the district's system of assigning students to magnet and other special-program schools.

The assignment plan will now open the special program schools to some of their attendance zone students who before now haven't been able to enroll, possibly drawing attendance away from Mitchell and Rightsell.

Berkley said the enrollment plan and student projections were discussed publicly.

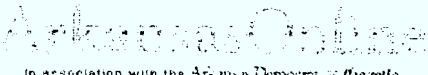

Board President Tony Rose said he resented being called a liar by the neighborhood representatives, and board member Sue Stockland said she was so offended by the accusations that she thought about voting against the renovations although she was one of the board members who initially raised questions about health conditions at Mitchell.

Board member Baker Kurnus told the neighborhood leaders it was wrong to think that Mitchell wasn't maintained in a manner similar to other district schools.

"It's one of the oldest schools in the city - nearly 100 years old - that creates problems," he said.

<http://library.ardemmagz.com/ShowArchiveStory.asp?Path=ArDemocrat/2004/02/27&ID=A> 7/14/2009



In association with the Arkansas Democrat-Gazette
 [View today's print edition](#)

Welcome gblevins  
 Not gblevins?

[News](#)
[Business](#)
[Entertainment](#)
[Sports](#)
[Photo & Video](#)
[Features](#)
[Contact Us](#)
[Targeted Publications](#)
[Classifieds](#)
[Jobs](#)
[Real Estate](#)
[Auto](#)

SEARCH  Enter search terms

Delivery date : Tuesday, July 14, 2009 7:19:45 pm  
 Username : gblevins : ( )  
 Your query : George Blevins  
 Charge for this story: \$1.95  
 Publication: Arkansas Democrat-Gazette  
 Page(s): 1 and 9  
 Section: Front Section  
 Original Date: 12/17/2004

[U arkansas](#)  
[C arkansas](#)  
[O arkansas](#)  
[FBI photos](#)  
[weekly](#)

### Board votes Mitchell school shut

BY CYNTHIA HOWELL, ARKANSAS DEMOCRAT-GAZETTE

Split along racial lines, the Little Rock School Board voted 5-2 Thursday to close Mitchell Academy and to convert Fair Park Elementary into a pre-kindergarten center by the 2005-06 school year.

The School Board's five white members voted for closing the elementary programs, while board members Katherine Mitchell and Mike Daugherty, who are black, opposed the closures.

Pupils at the two schools will be reassigned to other district schools. Mitchell pupils, in particular, will be divided among three of the district's newest and most technologically advanced schools: Stephens, Martin Luther King Jr. and Washington elementary schools. Fair Park pupils will go to Pulaski Heights, Franklin and Brady elementaries.

The board voted to discontinue the city's two smallest elementary programs despite pleas and admonitions from Mitchell parents and community members who want the school, built in 1908, to be renovated and made operable.

George Blevins, an unsuccessful School Board candidate and a leader in the Wrightsville Neighborhood Association that includes the school at 2410 Battery St., said after the votes that the fight for Mitchell will continue.

"There will be further action," Blevins said. "We are not done."

John Gerard, the parent of two Mitchell students, said a lawsuit to stop the closure is in the making.

The decision on the schools appears to have widened the rift between community leaders and district officials - including the district's superintendent of six months, Roy Brooks, who recommended that the board shut down the two elementary programs because of their low enrollment, the availability of seats in nearby schools and the escalating cost of building repairs.

Many of the same community leaders supporting Mitchell school in recent weeks numbered among those who were outspoken earlier this year in wanting former interim Superintendent Morris Holmes to be appointed to the superintendent's job on a long-term basis.

They harshly criticized board members for not interviewing Holmes, and they have been leery of Brooks.

"It is becoming quite apparent what the majority white board members were seeking in a superintendent," Leon Modeste, a member of Concerned Citizens United, told the School Board on Thursday.

"It would seem they wanted a person of black complexion but of white mentality like themselves," Modeste said. "One who would do their bidding and mirror their insensitivity, indifference and callousness to parents and the community."

Brooks, like Holmes and many of the advocates for the Mitchell school, is black.

Modeste, a former district employee, warned that while the School Board might have the votes to close the schools, community members have the children.

"What would be the impact on your precious bottom line if there were mass absences at the rate of \$6,000 per student?" he asked.

Melanie Fox, a district parent, spoke to the board in support of Brooks and the move to close the two elementary programs.

She cited the \$10,168 per student it is costing the district to educate the 156 Mitchell students this year and the \$7,015 it is costing to educate each of the 183 children at Fair Park. That compares to the district average of \$5,847.

"Is that fair and equitable?" Fox asked, noting that Fulbright Elementary and other schools on the district's western edge are full and rely on portable buildings for classroom space. "The board must look at the big picture."

<http://library.ardemgaz.com/ShowArchiveStory.asp?Path=ArDemocrat/2004/12/17&ID=A...> 7/14/2009



# UAMS professor wants to be role model he didn't have

## Chemist

Continued from Page 1E

George T. Blevins Jr. believes that human relationships are the most important things in life.

Nonetheless, Blevins showed enough academic potential that after his sophomore year at Coe, he transferred to Lane Technical High, an all-boys school for above-average students.

But his high school years were destined to end unhappily.

### LIFE TAKES A SHARP TURN

Those days began to unravel by way of a mere 20-cent schoolmate. The schoolmate told Blevins the next day but not the other boy asked for the quarter back, saying he needed it. Blevins refused, saying he, too, needed it.

Angered, the boy made good on his threat to get Blevins into trouble with school officials, who accused him of strong-arming the boy and taking his quarter from him. Even though the boy tried to back down, the officials stuck with their decision to expel Blevins.

"The next thing I know I was standing on the street with my head spinning," Blevins recalls. "It was that out of 5,000 students at Lane, only 200 were black and he beat me."

Blevins got back in Lane the following year, but had lost the drive to finish his education. He dropped out. Looking back, he says, "I was a lack of role model. He also beat me."

Shortly after telling his mother he wanted to be a scientist, Blevins' results, he had also decided to drop out of being a bus driver. "I wanted to be," he says.

It was the bus driver job that came first. Then 21, Blevins began looking for the city of Chicago. He found it with a job at the city's bus depot.

He made a change, but only in employers, not occupations. He found himself driving Greyhound buses all over the country.

"Once again, I wasn't doing anything to use my mind," Blevins says. "I was just driving."

In 1974, Blevins — who'd gone on to earn his general education diploma at 23 — enrolled in chemistry at UAMS.

Ullmann and those are the names prompted more by his wife's urging than his own desire to go, and only again he became a dropout.

"I just couldn't see where it was going to lead," he says. "I just didn't have that drive."

In 1981, Blevins and his family left Chicago and moved to the Jefferson White Hall area near Pine Bluff, where Blevins' wife, Linda, works as a secretary.



The future of George T. Blevins Jr. is now crystal clear. He regards his experience as "just tests — tests I had to take in the path of life."

"Intelligence is nothing if you can't or don't use it."

— George T. Blevins Jr.

"Even with all the things I had done, I found out my job skills were lacking. I couldn't find a decent job," Blevins says. "I was a dropout, but not one he would call."

Blevins was not popular with his fellow guards. He felt he could identify better with the inmates, the backgrounds of many

were similar to his. "Here, but for the grace of God go I," he felt.

"I believe I had more respect for the inmates than anyone else," he adds. "I just treated in mates like people."

As an inmate after being hired as a janitor, Blevins transferred to the department of corrections in Pine Bluff. He became the inmates' liaison.

He also believes his relationship with the inmates saved his life.

In 1982, two convicted murderers were released during Blevins' shift. One of them, a white man, had a knife.

But the plan fell through. Blevins was tipped off by a trio of inmates who told him where he would be escaping. Each could be

blamed," he says, and another's stance of people helping people along life's path.

Blevins' unhappiness with the job in an environment began to grow. "I was a dropout for that job that motivated me back to school, because that job was anathema to me."

Blevins' total stint as a guard lasted two years, during which he reached the rank of lieutenant. He quit in 1984, after getting a job in the chemistry department at the National Center for Toxicological Research in Jefferson.

He worked at NCTR until August 1985, when he left to join the UAMS faculty.

He gives much credit to the mentors who guided him to a career in science. One such mentor was UAMS professor Dr. William Williamson, who influenced Blevins' decision to major in chemistry.

Another mentor was Dr. Phillip L. Hayford, a professor and past chairman of the UAMS College of Medicine's department of physiology and biochemistry.

During the last days at UAMS, he was befriended with other UAMS faculty mem-

bers, who urged Blevins to further his education.

So Blevins applied for the two graduate programs at UAMS. The Graduate Institute of Technology at Little Rock and the University of Arkansas at Fayetteville.

His applications at the other two turned down. He accepted, but he asked that his UAMS appointment be routed to the physiology department. The amended application was accepted, and, by the fall of 1985, Blevins was

Blevins is doing much more than his job at UAMS. Aiming to help provide children with the role model he lacked,

he helped found the 3-year-old Arkansas School for Mathematics and Sciences' Careers:

Onward and Upward Shadowing Project, a program linking UAMS and the Hot Springs-based high school.

strolling the campus. Three years later, he became teacher as well as student; his part-time job as a tutor at the Hot Springs-based high school.

After a short post-doctoral fellowship at UAMS, Blevins took a two-year fellowship at the University of Michigan.

Two years ago, moving to Michigan, Blevins saw no reason to leave the assistant professorship at UAMS. He missed his

long way from the days when he just would have been regarded as just two more negative statistics in the black community. But Blevins' presence in the impoverished backwoods of Arkansas on the road to his right path as a professor.

They were "just tests — tests I had to take in the path of life," he says. "I feel I've passed those

wife's home state, of which he'd become quite fond, so he applied for the position. "They wanted me back, so I came," he says.

At UAMS, Blevins has much more to do than teach. He helps provide children with the role model he lacked, he helped found the 3-year-old Arkansas School for Mathematics and Sciences' Careers:

Onward and Upward Shadowing Project, a program linking UAMS and the Hot Springs-based high school. Blevins is doing much more than his job at UAMS.

Aiming to help provide children with the role model he lacked, he helped found the 3-year-old Arkansas School for Mathematics and Sciences' Careers:

Onward and Upward Shadowing Project, a program linking UAMS and the Hot Springs-based high school.

strolling the campus. Three years later, he became teacher as well as student; his part-time job as a tutor at the Hot Springs-based high school.

After a short post-doctoral fellowship at UAMS, Blevins took a two-year fellowship at the University of Michigan.

Two years ago, moving to Michigan, Blevins saw no reason to leave the assistant professorship at UAMS. He missed his

long way from the days when he just would have been regarded as just two more negative statistics in the black community. But Blevins' presence in the impoverished backwoods of Arkansas on the road to his right path as a professor.

They were "just tests — tests I had to take in the path of life," he says. "I feel I've passed those

wife's home state, of which he'd become quite fond, so he applied for the position. "They wanted me back, so I came," he says.

At UAMS, Blevins has much more to do than teach. He helps provide children with the role model he lacked, he helped found the 3-year-old Arkansas School for Mathematics and Sciences' Careers:

Onward and Upward Shadowing Project, a program linking UAMS and the Hot Springs-based high school. Blevins is doing much more than his job at UAMS.

Aiming to help provide children with the role model he lacked, he helped found the 3-year-old Arkansas School for Mathematics and Sciences' Careers:

Onward and Upward Shadowing Project, a program linking UAMS and the Hot Springs-based high school.

strolling the campus. Three years later, he became teacher as well as student; his part-time job as a tutor at the Hot Springs-based high school.

# Friends of the Environment Charter School Public Hearing Sign In Sheet

12:00 pm, August 15, 2009  
Pilgrim Valley Baptist Church  
1821 Wolfe Street, Little Rock, AR 72202

| Name (Print)      | Address                           | Phone                    | Interest (Student, teacher, volunteer, other) |
|-------------------|-----------------------------------|--------------------------|-----------------------------------------------|
| Dwight Davis      | 2021 Wolfe                        | 375-1313                 |                                               |
| Marilyn Rutledge  | 13700 Edgemond Dr <sup>7222</sup> | 223-8449                 | Teacher                                       |
| Maria A. Wright   | 2222 Wolfe St.                    | 375-4005                 | volunteer                                     |
| Bartley Jones     | 2119 W. 19th                      | 376-3822                 | Other                                         |
| Foie Coleman      | 11625 Rocky Pt.                   | 834-3429                 |                                               |
| Dr. Emmet Charles | 1917 Wright Ave                   | 372-5490                 | Educator                                      |
| Sharronda Love    | 9062 Hemlock Road                 | 565-4952                 | Pub. Health                                   |
| Fredrick Love     | "                                 | "                        | "                                             |
| W. Lewellen       |                                   |                          |                                               |
| Bony Blevins      | 1866 Wolfe #3                     | 563 7534                 | volunteer                                     |
| Lita Williams     | 1514 W. Charles Bussey            | 372-2163 H<br>722-4088 C | Volunteer                                     |
| Dwight Harshaw    | 224 W 16, LR                      | 681-2693                 | Other                                         |
| Rhonda Jackson    | 1503 Wolfe St                     | 353-2302                 | other                                         |
| Krugel Jackson    | 1701 S Fillmore St                | 661-9488                 | other                                         |
| Hiram Sumlin      | 1514 west Charles Bussey          | 372-2163                 | Volunteer                                     |
|                   |                                   |                          |                                               |
|                   |                                   |                          |                                               |
|                   |                                   |                          |                                               |

## Sign In Sheet

# Pilgrim Valley Baptist Church

**1821 Wolfe Street, Little Rock, AR 72202**

### Interest (Student,

**Name (Print)**


## Address

**Phone**

teacher, volunteer, other)

[illegible]

## Public Hearing Ad Placed in Arkansas Democrat Gazette

Arkansas Democrat  Gazette


WEDNESDAY, JULY 22, 2009 •

### NOTICE OF PUBLIC HEARING

#### **Friends of the Environment Math, Science, Technology & Engineering Middle School**

will hold a public hearing for input on the  
proposed charter school.

12 Noon • August 15, 2009  
Pilgrim Valley Baptist Church  
1821 Wolfe Street • Little Rock, AR 72202

Arkansas Democrat  Gazette


6B • TUESDAY, JULY 28, 2009 •

### NOTICE OF PUBLIC HEARING

#### **Friends of the Environment Math, Science, Technology & Engineering Middle School**

will hold a public hearing for input on the  
proposed charter school.

12 Noon • August 15, 2009  
Pilgrim Valley Baptist Church  
1821 Wolfe Street • Little Rock, AR 72202

Arkansas Democrat  Gazette

Southern  
Park at 9  
Road at 1/2  
thorities sa

6B • MONDAY, AUGUST 3, 2009 •

He was pronounced dead at  
the scene of multiple gunshot  
wounds, Pulaski County Coroner

 News Every Day  
Democrat  Gazette

### NOTICE OF PUBLIC HEARING

#### **Friends of the Environment Math, Science, Technology & Engineering Middle School**

will hold a public hearing for input on the  
proposed charter school.

12 Noon • August 15, 2009  
Pilgrim Valley Baptist Church  
1821 Wolfe Street • Little Rock, AR 72202

August 05, 2009

Dr. Linda Watson, Superintendent  
Little Rock, School District  
810 West Markham Street  
Little Rock, AR 72201

Dear Dr. Watson,

This letter is to notify you that a public hearing will be held for the purpose of assessing support for the establishment of the Friends of the Environment Health and Environmental Sciences Academy open-enrollment public charter school.

The hearing will be held at 12 noon on August 15, 2009 at Pilgrim Valley Baptist Church, 1821 Wolfe Street, Little Rock, AR 72202.

Friends of the Environment  
P.O. Box 164119  
Little Rock, AR 72216

August 05, 2009

Mr. Rob McGill, Interim Superintendent  
Pulaski County Special School District  
925 E. Dixon Rd.  
Little Rock, Arkansas 72206

Dear Mr. McGill,

This letter is to notify you that a public hearing will be held for the purpose of assessing support for the establishment of the Friends of the Environment Health and Environmental Sciences Academy open-enrollment public charter school.

The hearing will be held at 12 noon on August 15, 2009 at Pilgrim Valley Baptist Church, 1821 Wolfe Street, Little Rock, AR 72202.

Friends of the Environment  
P.O. Box 164119  
Little Rock, AR 72216



August 05, 2009

Mr. Ken Kirspel, Superintendent  
North Little Rock School District  
2700 Poplar Street  
North Little Rock, Arkansas 72114

Dear Mr. Kirspel,

This letter is to notify you that a public hearing will be held for the purpose of assessing support for the establishment of the Friends of the Environment Health and Environmental Sciences Academy open-enrollment public charter school.

The hearing will be held at 12 noon on August 15, 2009 at Pilgrim Valley Baptist Church, 1821 Wolfe Street, Little Rock, AR 72202.

Friends of the Environment  
P.O. Box 164119  
Little Rock, AR 72216

Copies of Certified Mail Receipts and Return Receipts for Notice of Public Hearing

U.S. Postal Service  
**CERTIFIED MAIL RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)  
 For delivery information visit our website at [www.usps.com](http://www.usps.com)

7009 0960 0000 6533 8547

**OFFICIAL U.S. POST OFFICE**

|                                                |         |                                                       |
|------------------------------------------------|---------|-------------------------------------------------------|
| Postage                                        | \$ 0.44 | 0016<br>AUG 40 7 2009<br>Postmark Here<br>78270600898 |
| Certified Fee                                  | \$2.00  |                                                       |
| Return Receipt Fee (Endorsement Required)      | \$2.30  |                                                       |
| Restricted Delivery Fee (Endorsement Required) | \$0.00  |                                                       |
| Total Postage & Fees                           | \$5.54  |                                                       |

Sent To: Dr. Linda Watson, Superintendent  
 Street, Apt. No., or PO Box No.: 810 W. Markham St.  
 City, State, ZIP+4: Little Rock AR 72201

**NEED TO 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. Linda Watson, Superintendent  
 Little Rock School District  
 810 W. Markham Street  
 Little Rock, AR 72201

2. Article Number (Transfer from service label): 7009 0960 0000 6533 8547

3. Service Type  
☐ Certified Mail ☐ Express Mail  
☐ Registered ☐ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

A. Signature: *Donnie Shotton* ☐ Agent ☐ Addressee  
 B. Received by (Printed Name): Donnie Shotton  
 C. Date of Delivery: 8-10-09  
 D. Is delivery address different from item 1? ☐ Yes ☐ No  
 If YES, enter delivery address below:

PS Form 3811, February 2004 **Domestic Return Receipt** 100005-02-M-1540

**Copies of Certified Mail Receipt and Return Receipt for Notice of Public Hearing  
letter sent to North Little Rock School District Superintendent**

7009 0960 0000 6533 8554

|                                                                                              |                 |
|----------------------------------------------------------------------------------------------|-----------------|
| <b>U.S. Postal Service</b>                                                                   |                 |
| <b>CERTIFIED MAIL RECEIPT</b>                                                                |                 |
| <small>(Domestic Mail Only; No Insurance Coverage Provided)</small>                          |                 |
| For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a> |                 |
| <b>OFFICIAL USE</b>                                                                          |                 |
| Postage                                                                                      | \$ 08.44        |
| Certified Fee                                                                                | \$ 2.80         |
| Return Receipt Fee<br>(Endorsement Required)                                                 | \$ 2.30         |
| Restricted Delivery Fee<br>(Endorsement Required)                                            | \$ 0.00         |
| <b>Total Postage &amp; Fees</b>                                                              | <b>\$ 13.54</b> |

Sent To: Mr. Ken Kirigiel Superintendent  
 Street, Apt. No.: 2700 N. Poplar St  
 or PO Box No.:  
 City, State, Zip+4: North Little Rock, AR 72114

0016  
 AUG 07 2009  
 08/07/2009

|                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>SENDER'S USE ONLY - MAIL SECTION</b><br>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.<br>■ Print your name and address on the reverse so that we can return the card to you.<br>■ Attach this card to the back of the mailpiece, or on the front if space permits. |  | <b>COMPLETE THIS SECTION ON DELIVERY</b><br>A. Signature<br>Blenda Tucker <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee<br>B. Received by (Printed Name) Tucker<br>C. Date of Delivery 8-10<br>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If YES, enter delivery address below:       |  |
| 1. Article Addressed to:<br>Mr. Ken Kirigiel Superintendent<br>North Little Rock School Dist<br>2700 North Poplar Street<br>North Little Rock, AR 72114                                                                                                                                                       |  | 3. Service Type<br><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail<br><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise<br><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.<br>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |  |
| 2. Article Number<br>(Transfer from service label)                                                                                                                                                                                                                                                            |  | 7009 0960 0000 6533 8554                                                                                                                                                                                                                                                                                                                                                                       |  |
| PS Form 3811, August 2008                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                |  |

Copies of Certified Mail Receipt and Return Receipt for Notice of Public Hearing  
letter sent to Pulaski County Special School District Superintendent

U.S. Postal Service  
**CERTIFIED MAIL RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**OFFICIAL USE**

Postage \$ 90.44  
Certified Fee 42.80  
Return Receipt Fee (Endorsement Required) 00.00  
Restricted Delivery Fee (Endorsement Required) 00.00  
Total Postage & Fees \$ 95.54

Postmark: 14 00187 2009 08/07/2009

Sent To: Mr. Rob McGill, Superintendent  
Street, Apt. No., or PO Box No.: 925 E Dixon Rd  
City, State, ZIP+4: Little Rock, AR 72206

**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 Rob McGill Superintendent  
Pulaski County Special School District  
925 E Dixon Rd  
Little Rock, AR 72206

2. Article Number  
(Transfer from service label) 7009 0960 0000 6533 8561

**ADDRESSEE COMPLETE THIS SECTION**

A. Signature: [Signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name): [Blank] C. Date of Delivery: [Blank]

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

PS Form 3811, February 2004 102995-02-11-1840

# **Friends of the Environment, Inc.**

---

June 25, 2009

Arkansas Department of Education  
Public Charter Schools Office  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201

Dear Sir or Madam:

Please accept the enclosed letter of intent to submit an application for an open enrollment public charter school by Friends of the Environment, Inc. The required information follows:

**Eligible Entity:** Friends of the Environment, Inc.

**Contact Person:** George T. Blevins, Jr., Ph.D.  
1704 W. 19<sup>th</sup> Street  
Little Rock, AR 72202  
Phone: 501-920-3586  
Email: [gtblevins01@gmail.com](mailto:gtblevins01@gmail.com)

**Description of Friends of the Environment:** A not-for-profit organization formed by educators and scientists committed to enhancing environmental sustainability and healthy lifestyles through technology- and inquiry-based approaches to teaching science and math. It is our intent to fulfill this mission utilizing partnerships with local colleges and universities.

**Name of Proposed Charter School:** Friends of the Environment Science, Technology, Engineering and Mathematics (STEM) Middle School

**Location of the Proposed Charter School:** The former Mitchell Academy school site located at:  
2410 South Battery,  
Little Rock, AR 72206

The proposed charter school will house 550 students, grades 6-8, offering 6 classes of 30 students at each level.

**Purpose/Special Emphasis:** The purpose of Friends of the Environment Science, Technology, Engineering and Mathematics (STEM) Middle School will be to provide learning support and content development which places an emphasis on how students can utilize the STEM education they acquire to promote positive interaction with the environment and healthy lifestyles. This school will also place special emphasis on learning acceleration for low-income children who have historically exhibited lower reading, writing and mathematics skills. This National Historic Register listed facility will be redeveloped using as many 'Green' building principles as possible, thereby affording the students firsthand experience with environmental sustainability.

Sincerely,



George T. Blevins, Jr., Ph.D.

---

1704 W. 19<sup>th</sup> Street Little Rock, AR 72202

Phone (501) 920-3586

Fax: (501) 374-8183

U.S. Postal Service  
**CERTIFIED MAIL RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**OFFICIAL USE**

|                                                   |                |
|---------------------------------------------------|----------------|
| Postage                                           | \$ 02.44       |
| Certified Fee                                     | \$2.80         |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30         |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00         |
| <b>Total Postage &amp; Fees</b>                   | <b>\$ 5.54</b> |

Sent to: Little Rock School District Board  
 Street, Apt. No.: 810 W. Markham St  
 or PO Box No.:  
 City, State, ZIP+4: Little Rock, AR 72201

Card) \$2.30

Certified Label #: 70081140000431617490 \$2.80

Issue PVI: \$5.54

Total: \$5.54

**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:

Little Rock School District  
 Board of Directors  
 810 W. Markham St  
 Little Rock, AR 72201

2. Article Number  
 (Transfer from service label)

7008 1140 0004 3161 7490

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature ☐ Agent ☐ Addressee  
*Tommy Skelton*  
 B. Received by (Printed Name) C. Date of Delivery  
*Tommy Skelton* 7-2-05  
 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

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-44-1540

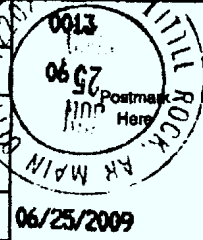


U.S. Postal Service  
**CERTIFIED MAIL RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**OFFICIAL USE**

|                                                   |                  |
|---------------------------------------------------|------------------|
| Postage                                           | \$ \$0.44        |
| Certified Fee                                     | \$2.80           |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30           |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00           |
| <b>Total Postage &amp; Fees</b>                   | <b>\$ \$5.54</b> |



7009 0820 0002 1250 8390

Sent To: AR Dept of Education Charters  
 Street, Apt. No., or PO Box No. 4 Capitol Mall Room 105-C  
 City, State, ZIP+4 Little Rock, AR 72201

Return Rcpt (Green Card) \$2.30

Certified Label #: 70090820000212508390 \$2.80

Issue PVI: \$5.54

**Total: \$5.54**

**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:  
AR Dept of Education  
Public Charter Schools Office  
4 Capitol Mall, Room 105-C  
Little Rock, AR 72201

2. Article Number  
 (Transfer from service label)

7009 0820 0002 1250 8390

PS Form 3811, February 2004

Domestic Return Receipt

102995-02-00-1540

**COMPLETE THIS SECTION ON DELIVERY**

- A. Signature ☐ Agent ☐ Addressee  
X John DeLash  
 B. Received by (Printed Name) JOHN DE LASH  
 C. Date of Delivery 06/29/09  
 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

## Typical Friends Academy 2010-11 School Calendar

### DATE

Wednesday - Friday, July 7-9

Thursday, July 8

**Monday, July 12**

Monday, August 2

Monday, September 6

**Friday, September 10**

Monday, September 13 - Friday, October 1

**Monday, October 4**

**Tuesday, October 5**

Friday, October 22

**Thursday, November 4**

Thursday, November 11

Thursday - Friday, November 25 - 26

**Thursday, December 16**

Friday, December 17

Friday, December 24 - Friday, January 7

**Monday, January 10**

**Thursday, January 13**

Monday, January 17

**Thursday, February 10**

Monday, February 21

**Thursday, March 17**

Friday, March 18

Monday, March 28 - Friday, April 8

**Monday, April 11**

**Thursday, April 14**

**Thursday, May 12**

Friday, May 27

Monday, May 30

**Friday, June 10**

**Friday, June 10**

Monday-Tuesday, June 13-14

### EVENT

YR Pre-Planning

Students Report to Verify Assignment

**YR School Begins; 1st Semester Begins**

In-service Day: No school for students

Labor Day: No School for Students/Teachers

**Last Day of 1st Nine Weeks (43 days)**

First Intersession

**Classes Resume: First Day of 2nd Nine Weeks**

**Report Cards**

In-service Day: No school for students

**Progress Reports**

Veterans Day: No School for Students/Teachers

Thanksgiving Holiday: No School for Students/Teachers

**Last Day of 2nd Nine Weeks (50 days)**

In-service Day: No school for students

Winter Break: No School for Students/Teachers

**Classes Resume; First Day of 3rd Nine Weeks**

**Report Cards**

Martin Luther King Jr. Holiday: No School for Students/Teachers

**Progress Reports**

Presidents' Day: No School for Students/Teachers

**Last Day of 3rd Nine Weeks (51 days)**

In-Service Day/Weather Make-up Day, If Needed

Third Intersession

**Classes Resume; First Day of 4th Nine Weeks**

**Report Cards**

**Progress Reports**

In-Service Day: No School for Students

Memorial Day: No School for Students/Teachers

**2nd Semester Ends; 2nd Nine Weeks Ends (48 days) Last Day of School for Students**

**Report Cards**

Post-Planning

## **Friends Academy Typical Daily Schedule**

|                   |                                        |
|-------------------|----------------------------------------|
| 7:30-7:50 .....   | Arrival and Breakfast                  |
| 7:50-8:00 .....   | Homeroom                               |
| 8:00-8:05 .....   | Break                                  |
| 8:05-9:05 .....   | Period 1                               |
| 9:05-9:10 .....   | Break                                  |
| 9:10-10:10 .....  | Period 2                               |
| 10:10-10:15 ..... | Break                                  |
| 10:15-11:10 ..... | Period 3                               |
| 11:15-11:20 ..... | Break                                  |
| 11:20-12:20 ..... | Period 4                               |
| 12:20-12:25 ..... | Break                                  |
| 12:25-12:50 ..... | Lunch                                  |
| 12:50-12:55 ..... | Break                                  |
| 12:55-1:55 .....  | Period 5                               |
| 1:55-2:00 .....   | Break                                  |
| 2:00-3:00 .....   | Period 6                               |
| 3:00-3:10 .....   | Dismissal                              |
| 3:10-4:00 .....   | Tutoring – Extra-curricular activities |
| 4:00-4:05 .....   | Break                                  |
| 4:05-5:00 .....   | After Care                             |

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): Mitchell Elementary, LLC

Lessee (Tenant): Friends Academy of Health & Environmental Sciences

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

Describe the present use  
of the facility and use for  
prior three (3) years:

Property is presently vacant. Has been

Vacant for 4 years. Previously was an

Premises:

elementary school

address 2410 S. Battery, Little Rock, AR 72206

48,815  
square footage

Terms of Lease: 5 years w/ option for 2-5 year renewals

Rental Amount: \$40,400 per month

Contingency: The terms of this agreement are contingent upon  
Friends of the  
Environment, Inc. (sponsoring entity)  
receiving a charter to operate an open-enrollment public  
charter school from the State Board of Education  
by August of 2009.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

By

President, Kwendeche

Date

26 August 2009

Lessor:

By

George T. Blum, Jr. President

Date

8-26-2009

**Public Charter School Application  
Budget Worksheet / Template**

| <i>Line#</i> | <b>Revenues</b>                                        | <b>Amount</b>        | <b>Total</b>   |
|--------------|--------------------------------------------------------|----------------------|----------------|
| 1            | State Public Charter School Aid:                       |                      |                |
| 2            | No. of Students 360) x (5940) State Foundation Funding |                      |                |
| 3            | Assumes 90% Attendance                                 | <u>2138400 x .90</u> |                |
| 4            | Total State Charter School Aid                         |                      | <u>1924560</u> |
| 5            |                                                        |                      |                |
| 6            | Other Sources of Revenues:                             |                      |                |
| 7            | Private Donations or Gifts                             |                      |                |
| 8            | Federal Grants (List the amount)                       | <u>150,000</u>       |                |
| 9            | Special Grants (List the amount)                       | <u>130,000</u>       |                |
| 10           | Other (NSLA-Meals and Title 1)                         | <u>376,520</u>       |                |
| 11           |                                                        |                      |                |
| 12           |                                                        |                      |                |
| 13           | Total Other Sources of Revenues                        |                      | <u>656520</u>  |
| 14           |                                                        |                      |                |
| 15           | <b>TOTAL REVENUES</b>                                  |                      | <u>2581080</u> |
| 16           |                                                        |                      |                |
| 17           | <b>Expenditures</b>                                    | <b>Amount</b>        | <b>Total</b>   |
| 18           |                                                        |                      |                |
| 19           | Administration:                                        |                      |                |
| 20           | Salaries: (No. of Positions <u>2</u> )                 | <u>120000</u>        |                |
| 21           | Fringe Benefits                                        | <u>32778</u>         |                |
| 22           | Purchased Services                                     |                      |                |
| 23           | Supplies and Materials                                 |                      |                |
| 24           | Equipment                                              | <u>3246</u>          |                |
| 25           | Other (Describe)                                       |                      | <u>156024</u>  |
| 26           |                                                        |                      |                |
| 27           | Regular Classroom Instruction:                         |                      |                |
| 28           | Salaries: (No. of Positions <u>18.5</u> )              | <u>629000</u>        |                |
| 29           | Fringe Benefits                                        | <u>176120</u>        |                |
| 30           | Purchased Services                                     | <u>17076</u>         |                |
| 31           | Supplies and Materials                                 | <u>11385</u>         |                |
| 32           | Equipment                                              | <u>130887</u>        |                |
| 33           | Other (Describe) Field Trips                           | <u>16300</u>         | <u>980768</u>  |

|    |                                           |                    |               |
|----|-------------------------------------------|--------------------|---------------|
| 34 |                                           | (Budget Continued) |               |
| 35 | Special Education:                        |                    |               |
| 36 | Salaries: (No. of Positions <u>2</u> )    | <u>88000</u>       |               |
| 37 | Fringe Benefits                           | <u>24640</u>       |               |
| 38 | Purchased Services                        | <u>12850</u>       |               |
| 39 | Supplies and Materials                    | <u>2100</u>        |               |
| 40 | Equipment                                 | <u>3700</u>        |               |
| 41 | Other (Describe)                          |                    | <u>131290</u> |
| 42 |                                           |                    |               |
| 43 | Gifted and Talented Program:              |                    |               |
| 44 | Salaries: (No. of Positions <u>    </u> ) |                    |               |
| 45 | Fringe Benefits                           |                    |               |
| 46 | Purchased Services                        |                    |               |
| 47 | Supplies and Materials                    |                    |               |
| 48 | Equipment                                 |                    |               |
| 49 | Other (Describe)                          |                    | 0.00          |
| 50 |                                           |                    |               |
| 51 | Alternative Education Program:            |                    |               |
| 52 | Salaries: (No. of Positions <u>    </u> ) |                    |               |
| 53 | Fringe Benefits                           |                    |               |
| 54 | Purchased Services                        |                    |               |
| 55 | Supplies and Materials                    |                    |               |
| 56 | Equipment                                 |                    |               |
| 57 | Other (Describe)                          |                    | 0.00          |
| 58 |                                           |                    |               |
| 59 | Guidance Services:                        |                    |               |
| 60 | Salaries: (No. of Positions <u>    </u> ) |                    |               |
| 61 | Fringe Benefits                           |                    |               |
| 62 | Purchased Services                        |                    |               |
| 63 | Supplies and Materials                    |                    |               |
| 64 | Equipment                                 |                    |               |
| 65 | Other (Describe)                          |                    |               |
| 66 |                                           |                    |               |
| 67 | Health Services:                          |                    |               |
| 68 | Salaries: (No. of Positions <u>1</u> )    | <u>32000</u>       |               |
| 69 | Fringe Benefits                           | <u>8960</u>        |               |
| 70 | Purchased Services                        |                    |               |
| 71 | Supplies and Materials                    | <u>4860</u>        |               |
| 72 | Equipment                                 | <u>7230</u>        |               |
| 73 | Other (Describe)                          |                    | <u>53050</u>  |



|     |                                        |               |              |
|-----|----------------------------------------|---------------|--------------|
| 74  | (Budget Continued)                     |               |              |
| 75  | Media Services:                        |               |              |
| 76  | Salaries: (No. of Positions____)       |               |              |
| 77  | Fringe Benefits                        |               |              |
| 78  | Purchased Services                     |               |              |
| 79  | Supplies and Materials                 | <u>18000</u>  |              |
| 80  | Equipment                              |               |              |
| 81  | Other (Describe)                       |               | <u>18000</u> |
| 82  |                                        |               |              |
| 83  | Fiscal Services:                       |               |              |
| 84  | Salaries: (No. of Positions____)       | <u>47000</u>  |              |
| 85  | Fringe Benefits                        | <u>13578</u>  |              |
| 86  | Purchased Services                     | <u>16336</u>  |              |
| 87  | Supplies and Materials                 | <u>5012</u>   |              |
| 88  | Equipment                              | <u>2380</u>   |              |
| 89  | Other (Describe)                       |               | <u>84306</u> |
| 90  |                                        |               |              |
| 91  | Maintenance and Operation:             |               |              |
| 92  | Salaries: (No. of Positions <u>2</u> ) | <u>43000</u>  |              |
| 93  | Fringe Benefits                        | <u>10320</u>  |              |
| 94  | Purchased Services                     |               |              |
| 95  | (include utilities)                    | <u>15236</u>  |              |
| 96  | Supplies and Materials                 | <u>5683</u>   |              |
| 97  | Equipment                              | <u>15224</u>  |              |
| 98  | Other (Describe)                       |               | <u>89463</u> |
| 99  |                                        |               |              |
| 100 | Pupil Transportation:                  |               |              |
| 101 | Salaries: (No. of Positions____)       |               |              |
| 102 | Fringe Benefits                        |               |              |
| 103 | Purchased Services                     | <u>23840</u>  |              |
| 104 | Supplies and Materials                 |               |              |
| 105 | Equipment                              |               |              |
| 106 | Other (Describe)                       |               | <u>23840</u> |
| 107 |                                        |               |              |
| 108 | Food Services:                         |               |              |
| 109 | Salaries: (No. of Positions____)       |               |              |
| 110 | Fringe Benefits                        |               |              |
| 111 | Purchased Services                     | <u>270720</u> |              |
| 112 | Supplies and Materials                 |               |              |
| 113 | Equipment                              |               |              |
| 114 | Other (Describe)                       |               | 270720       |

|     |                                                                          |                    |                |
|-----|--------------------------------------------------------------------------|--------------------|----------------|
| 115 |                                                                          | (Budget Continued) |                |
| 116 | Data Processing:                                                         |                    |                |
| 117 | Salaries: (No. of Positions____)                                         |                    |                |
| 118 | Fringe Benefits                                                          |                    |                |
| 119 | Purchased Services                                                       |                    |                |
| 120 | Supplies and Materials Equipment                                         | <u>6890</u>        |                |
| 121 |                                                                          |                    |                |
| 122 | Other (Describe)                                                         |                    | <u>6890</u>    |
| 123 |                                                                          |                    |                |
| 124 | Substitute Personnel:                                                    |                    |                |
| 125 | Salaries: (No. of Positions____)                                         |                    | <u>14800</u>   |
| 126 | Fringe Benefits                                                          |                    |                |
| 127 |                                                                          |                    |                |
| 128 | Facilities:                                                              |                    |                |
| 129 | Lease/Purchase (contract for one total year including facility upgrades) | <u>484800</u>      |                |
| 130 | Please list upgrades:                                                    |                    |                |
| 131 |                                                                          |                    |                |
| 132 | Utilities (contract for one total year including facility upgrades)      | <u>72754</u>       |                |
| 133 | Insurance (contract for one total year including facility upgrades):     |                    |                |
| 134 | Property Insurance                                                       | <u>28000</u>       |                |
| 135 | Content Insurance                                                        | <u>8000</u>        | <u>593554</u>  |
| 136 |                                                                          |                    |                |
| 137 | Debt Expenditures:                                                       |                    |                |
| 138 | Other Expenditures:                                                      |                    |                |
| 139 | (Describe)                                                               |                    | 142900         |
| 140 | Legal Counsel                                                            |                    |                |
|     | Staff Development                                                        |                    |                |
|     | Board Development                                                        |                    |                |
|     | Student uniforms                                                         |                    |                |
|     | Student & Staff Recruitment                                              |                    |                |
| 141 | <b>TOTAL EXPENDITURES</b>                                                |                    | <b>2565605</b> |

## PROPOSED SALARY SCHEDULES

### Teacher:

| Years of Experience | BA Degree Salary | MA Degree Salary |
|---------------------|------------------|------------------|
| 0                   | \$28,611         | \$32,902         |
| 1                   | \$29,061         | \$33,402         |
| 2                   | \$29,511         | \$33,902         |
| 3                   | \$29,961         | \$34,402         |
| 4                   | \$30,411         | \$34,902         |
| 5                   | \$30,861         | \$35,402         |
| 6                   | \$31,311         | \$35,902         |
| 7                   | \$31,761         | \$36,402         |
| 8                   | \$32,211         | \$36,902         |
| 9                   | \$32,661         | \$37,402         |
| 10                  | \$33,111         | \$37,902         |
| 11                  | \$33,561         | \$38,402         |
| 12                  | \$34,011         | \$38,902         |
| 13                  | \$34,461         | \$39,402         |
| 14                  | \$34,911         | \$39,902         |
| 15                  | \$35,361         | \$40,402         |

### Administrator:

| Years of Experience | MA Degree Salary | MA+ Degree Salary |
|---------------------|------------------|-------------------|
| 0                   | 59,312           | 64,293            |
| 1                   | 61,615           | 66,717            |
| 2                   | 63,532           | 69,132            |
| 3                   | 65,127           | 71,551            |
| 4                   | 67,353           | 73,440            |
| 5                   | 69,322           | 76,703            |
| 6                   | --               | --                |
| 7                   | --               | --                |
| 8                   | --               | --                |
| 9                   | --               | --                |
| 10                  | --               | --                |
| 11                  | --               | --                |
| 12                  | --               | --                |
| 13                  | --               | --                |
| 14                  | --               | --                |
| 15                  | --               | --                |

# Evidence of status as eligible entity

U.S. Postal Service  
**CERTIFIED MAIL RECEIPT**  
 (Domestic Mail Only; No Insurance Coverage Provided)  
 For delivery information visit our website at www.usps.com

**OFFICIAL USE**

|                                                   |         |
|---------------------------------------------------|---------|
| Postage                                           | \$ 4.95 |
| Certified Fee                                     | \$2.80  |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30  |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00  |
| Total Postage & Fees                              | \$10.05 |

Postmark Here  
 AUG 28 2009  
 NORTH HAVEN CT 06467

Sent To: **IRS**  
 Street, Apt. No., or PO Box No.: **PO Box 192**  
 City, State, ZIP+4: **Covington KY 41012-0192**

W LITTLE ROAD  
 721107  
 0451530112-2  
 08/28/2009 (800)275-8777

| Sales Receipt            |                      |             |
|--------------------------|----------------------|-------------|
| Product Description      | Sale Unit Qty Price  | Final Price |
| COVINGTON KY 41012       |                      | \$4.95      |
| Zone-4 Priority Mail     |                      |             |
| 15.50 oz.                |                      |             |
| Return Rcpt (Green Card) |                      | \$2.30      |
| Certified                |                      | \$2.80      |
| Label #:                 | 70090960000113751106 |             |
| Issue PVI:               |                      | \$10.05     |
| Total:                   |                      | \$10.05     |

Paid by: **Visa** \$10.05  
 Account #: XXXXXXXXXXXXX6693  
 Approval #: 066567  
 Transaction #: 299  
 23902840149

Order stamps at USPS.com/shop or  
 call 1-800-Stamp24. Go to  
 USPS.com/clicknship to print  
 shipping labels with postage. For  
 other information call  
 1-800-ASK-USPS.

Bill#:1000100097665  
 Clerk:13

All sales final on stamps and postage  
 Refunds for guaranteed services only  
 Thank you for your business  
 \*\*\*\*\*  
 \*\*\*\*\*  
 HELP US SERVE YOU BETTER

Go to: <http://gx.gallup.com/pos>

TELL US ABOUT YOUR RECENT  
 POSTAL EXPERIENCE

YOUR OPINION COUNTS  
 \*\*\*\*\*  
 \*\*\*\*\*

Customer Copy

# Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

**Note:** If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at [www.irs.gov](http://www.irs.gov) for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

## Part I Identification of Applicant

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                  |                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------|-------------------------------------------------------------|
| 1 Full name of organization (exactly as it appears in your organizing document)<br><b>Friends of the Environment, Inc.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | 2 c/o Name (if applicable)<br><b>George T. Blevins, Jr.</b>      |                                                             |
| 3 Mailing address (Number and street) (see instructions)<br><b>P.O. Box 164224</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Room/Suite                                                       | 4 Employer Identification Number (EIN)<br><b>27-0483521</b> |
| City or town, state or country, and ZIP + 4<br><b>Little Rock, AR 72216</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | 5 Month the annual accounting period ends (01 - 12)<br><b>12</b> |                                                             |
| 6 Primary contact (officer, director, trustee, or authorized representative)<br>a Name: <b>George T. Blevins, Jr.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | b Phone: <b>501-920-3586</b>                                     |                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | c Fax: (optional) <b>501-374-8183</b>                            |                                                             |
| 7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>                                                        |  |                                                                  |                                                             |
| 8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span> |  |                                                                  |                                                             |
| 9a Organization's website:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                  |                                                             |
| b Organization's email: (optional) <b>friendsoftheenvironment@yahoo.com</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                  |                                                             |
| 10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>                                                                                                                          |  |                                                                  |                                                             |
| 11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) <b>06 / 25 / 2009</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                  |                                                             |
| 12 Were you formed under the laws of a foreign country? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span><br>If "Yes," state the country.                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                  |                                                             |

**Part X Public Charity Status (Continued)**


- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at [www.irs.gov](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☒

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

  
(Signature of Officer, Director, Trustee, or other authorized official)

George T. Blenis, Jr.  
(Type or print name of signer)  
Trustee  
(Type or print title or authority of signer)

08-27-2004  
(Date)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. \_\_\_\_\_ ☐
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐

- 7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☒ No



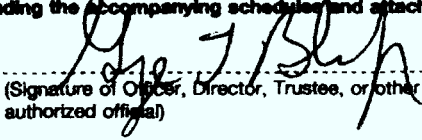
**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ Yes ☒ No  
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).  
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please  
Sign  
Here

  
 (Signature of Officer, Director, Trustee, or other  
 authorized official)

George T. Blevins, Jr.

(Type or print name of signer)

Trustee  
 (Type or print title or authority of signer)

08-27-2009  
 (Date)

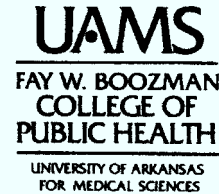
**Reminder:** Send the completed Form 1023 Checklist with your filled-in-application.

Form **1023** (Rev. 6-2006)

4301 W. Markham St., #820  
Little Rock, AR 72205-7199

501-526-6700  
501-526-6650 (fax)

[www.uams.edu/coph](http://www.uams.edu/coph)



August 7, 2009

George T. Blevins, Jr., Ph.D.

Advisory Board

Friends of the Environment Health and Environmental Sciences Academy

1704 W. 19<sup>th</sup> Street

Little Rock, AR 72202

Dear Dr. Blevins;

I am writing this letter to offer my most enthusiastic support for the Friends of the Environment, Inc. Charter School application. It is with great enthusiasm and excitement that I have agreed to serve on the Advisory Board for this unique and important undertaking. The prospect of participating in the developmental phase of a learning community with such a strong commitment to student health and healthy environment as part of the overall learning environment is extremely exciting.

As a behavioral scientist, I have an understanding of many approaches that may be used to successfully elicit positive changes in social and emotional behavior. I see this as an opportunity to help teachers develop strategies for managing student-centered, proficiency-based classroom instruction. I will advise teachers and administration on structuring the learning environment and modeling behaviors important for the development of a learning community with strong expectations, support and elements of student choice, all of which are important components of a successful academic environment. In particular, I will advise on methods to develop and sustain a strong learning environment which promotes healthy physical activity and food choices, reflecting the science suggesting that children who engage in healthy lifestyle behaviors are more likely to be successful in academic pursuits. Further, I will offer a bridge between the College of Public Health faculty and students and the middle school teachers and students, serving as a liaison to provide bi-directional opportunities for practicum placements, seminar exchanges and research projects.

Our efforts will utilize innovative approaches such as these to reinforce the academic mission of Friends of the Environment Charter School.

Thank you for considering our partnership in your deliberations.

Sincerely,

A handwritten signature in black ink that reads "Delia Smith West". The signature is written in a cursive, flowing style.

Delia Smith West, Ph.D.

Professor, Health Behavior and Health Education

Director, Center for the Study of Obesity

Fay W. Boozman College of Public Health

University of Arkansas for Medical Sciences

*"The UAMS College of Public Health is funded, in part, from Tobacco Settlement Funds"*



**City of Little Rock**

Erma Hendrix  
City Director  
Ward 1

P.O. Box 2644  
Little Rock, Arkansas 72203  
(501) 375-2216  
Fax: (501) 371-4498  
Board@littlerock.org  
www.littlerock.org

August 20, 2009

George T. Blevins, Jr., Ph.D  
Advisory Board  
Friends of the Environmental Health and Sciences Academy  
1704 W. 19<sup>th</sup> Street  
Little Rock, AR 72206

I am writing this letter, to offer my enthusiastic support for the Environmental Health and Environmental Sciences Academy. Serving as City Director of Ward 1, other residents and I are truly excited and impressed by the prospect of a charter middle school that will serve the children of this community.

The curriculum of the school, which will promote health and environmental sciences with a career and healthy life style emphasis that is long past due. An interesting and robust curriculum such as this and knowledgeable classroom teachers are essential, to equipping middle school students with the skills they will need to excel in life.

Dr. Blevins, knowing your background as a scientist, and educator, and your commitment, to educating children, and your considerable community involvement gives me every confidence, that we will have a first class middle school with close ties, to the community. From an economic standpoint locating the Academy, at the former James Mitchell Elementary School will allow it, to serve as a needed anchor for th community. This will be a win, win, win situation for the students, community, and the City of Little Rock. The success of the Academy is so important to the success of each student, and to the economic well being of the community. I am committed to supporting the educational mission and goals of the Academy. And, will enthusiastically support the Academy in perpetuity.

Respectfully,

Erma Hendrix  
City Director, Ward 1



# Audubon ARKANSAS

George T. Blevins, Jr., Ph.D.  
Friends of the Environment Health and Environmental Sciences Academy  
1704 W. 19th Street  
Little Rock, AR 72202

Dear Dr. Blevins,

I am writing this letter to offer my enthusiastic support for the Friends of the Environment, Inc. Charter School application. The location of the school is a short driving distance from the LR Audubon Center and its field science campus.

We especially applaud the mission of the school to promote health and healthy environments. I look forward to exploring opportunities for partnerships that could include educator training, field science labs, and student and family service learning projects. It seems that many opportunities for health and recreation grants linking your school and our center may arise.

I look forward to serving on the Advisory Board for this unique and important undertaking. The prospect of participating in building a community with such a strong commitment to health and healthy environments is extremely exciting. The school and LR Audubon Center have unique opportunities to promote environmental literacy and to link Science, Technology, Engineering, and Math skills.

Audubon AR and Friends of the Environment School share a common focus on diverse and underserved communities. Audubon's programs feature educator training, hands-on project opportunities, and STEM programs that engage students in research that impacts their community and their understanding of the world around them. I look forward to exploring ways that our programs can be integrated.

Respectfully,

Mary M. Smith, Director of Education  
Audubon Arkansas



423 Main Street, Suite 200  
Little Rock, Arkansas 72201

[www.asfa.ar.gov](http://www.asfa.ar.gov)

Phone: 501.683.4400  
Fax: 501.683.4420

August 18, 2009

George T. Blevins, Jr., Ph.D.  
Advisory Board  
Friends of the Environment Health and Environmental Sciences Academy  
1704 W. 19<sup>th</sup> Street  
Little Rock, AR 72202

Dear Dr. Blevins:

This is a letter of enthusiastic support for the proposed Friends of the Environment Health and Environmental Sciences Academy.

Our work together on the STEM Coalition shows the magnitude of the challenge. As you know, improving science, technology, engineering, and mathematics (STEM) education is a goal of the Arkansas Science & Technology Authority, Accelerate Arkansas, the Arkansas Task Force for the 21<sup>st</sup> Century Economy, and other economic development organizations. STEM education is ultimately a 21<sup>st</sup> Century workforce development initiative.

The proposed focus on environment, health, and environmental sciences seems appropriate to Little Rock, with its health care community, University medical center, and state government agencies.

Most importantly, the Academy offers opportunities for middle school students. We know how important an interesting and robust curriculum and knowledgeable classroom teachers are to equipping middle school students with the skills they will need to excel in high school math and science. The Academy is so important to the success of the students and to the economic well being of our community.

Please know that I am ready to provide further assistance.

Sincerely,

A handwritten signature in black ink, reading "John W. Ahlen".

John W. Ahlen, Ph.D.  
President

JWA: mra

# UAMS



## COLLEGE OF MEDICINE

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Billy R. Thomas, M.D.  
Associate Dean

August 25, 2009

George T. Blevins, Jr., Ph.D.  
Advisory Board  
Friends of the Environment Health and Environmental Sciences Academy  
1704 W. 19<sup>th</sup> Street  
Little Rock, AR 72202

### CENTER FOR DIVERSITY AFFAIRS

4301 W. Markham St., #625  
Little Rock, AR 72205-7199

501-686-7299  
501-686-7439 (fax)

[www.uams.edu/com](http://www.uams.edu/com)

This letter is written to offer my enthusiastic support for the Friends of the Environment, Inc. charter school application. The location of the school is a short driving distance from the University of Arkansas for Medical Sciences campus.

For some time, we have recognized the direct correlation between low academic achievement in our public schools and the low numbers of local students, particularly from urban areas, who make successful application to the colleges on the UAMS campus. These low numbers are due to lack of preparation.

We believe that the academic community has an important role to play in enhancing academic achievement in our public schools. It is likely, that many of the students who will attend Friends Academy have no idea of the career opportunities available to them in the health sciences, or what is necessary to enter these careers. It is critical that students have exposure to these opportunities at the middle school level. The Friends of the Environment Health and Environmental Sciences Academy will allow us to focus our efforts and establish a model of success. This success will increase the flow of students through the pipeline that leads to successful application and completion of careers in many health science fields.

With the national concern over low student achievement in science, math and technology, we believe the Friends Academy is taking a much needed approach to begin to address those concerns locally. Our office will serve as a liaison between the Friends Academy and Colleges at UAMS. We will facilitate interactions with UAMS faculty and students that can result in classroom presentations, mentorships, research opportunities, campus tours and other activities that serve to enhance Friends students' awareness and interest in the health sciences. We offer our most enthusiastic support to Friends of the Environment Health and Environmental Sciences Academy.

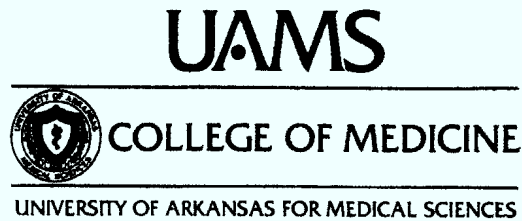
Sincerely,

Billy R. Thomas, M.D., M.P.H.  
Associate Dean

—ESTABLISHED 1879—

*Arkansas Children's Hospital (ACH) and the Central Arkansas Veterans' Healthcare System (CAVHS) are comprehensive clinical, teaching and research affiliates of the College of Medicine at the University of Arkansas for Medical Sciences. UAMS faculty physicians and surgeons are on staff at ACH and CAVHS.*





**E. Robert Burns, Ph.D.**  
Professor, Department of  
Neurobiology & Developmental  
Sciences  
Director, PIHS

**Mary S. Lindsey, MSW**  
Assistant Professor, Department of  
Family & Preventive Medicine  
Director of Special Projects, PIHS

**Rosemary E. Cornett**  
Project Program Specialist

**George T. Blevins, Ph.D.**  
Advisory Board  
Friends of the Environment Health and Environmental Sciences Academy  
1704 W. 19th St.  
Little Rock, AR 72202

**PARTNERS IN HEALTH SCIENCES (PIHS)**

4301 West Markham, #773  
Little Rock, AR 72205-7199

501-603-1971  
501-296-1267 (fax)

<http://k12education.uams.edu>

August 24, 2009

Dear Dr. Blevins:

I am so pleased to hear that you are involved in attempting to start a new Charter School.

As you well know I have been interested in PreK-12 outreach education since 1991 when the Dean of the College of Medicine at that time asked me to "get UAMS involved in K-12 health science education". This is why I founded and still direct the UAMS Partners in Health Sciences (PIHS). You and your wife Paulette have both participated in the PIHS program on several occasions. As of the end of December 2008 the UAMS PIHS program has had a total of 19,342 participants (teachers, school nurses, and grade 7-12 students) who have consumed 70,521 hours of education/professional development. Teachers have participated from 100% of the state's counties. Details of this track record have appeared in 4 full-length publications in peer-reviewed scientific journals such as *The American Biology Teacher*, *The Journal of Cancer Education*, *Anatomical Science Education* and *The Anatomical Record (New Anatomist)*. PIHS activities have been funded by small local grants from the AR Department of Health, the AR Cancer Coalition and the AR Department of Higher Education. For 6 years in the 1990's the PIHS received major funding from a Science Education Partnership Award from the National Center for Research Resources of the NIH.

One of the hallmarks of the PIHS program is that it both trains and equips teachers. Training teachers without giving them the tools or resource kits to help them transfer that training into new classroom learning opportunities for their students, leaves a missing link in the education process. For each and every professional development workshop for teachers that the PIHS program has held, each teacher exits the workshop with a resource kit of supplies, materials and equipment. For example, in the "Sickle Cell Anemia" workshop each participating teacher received an illustrated syllabus, blood smears from both normal and sickle cell patients, a mini power supply and electrophoresis chamber, and a set of chemical and other supplies that enabled them to do electrophoresis comparisons between normal and sickle cell hemoglobins for/with their students. Of course, when these activities are well funded the teachers receive more items in their resource kits. I have personally done the training for about 60% of the professional development workshops for teachers and about 40% of the teaching to grade 7-12 students.

Herein I agree to support your Charter School venture by: 1) serving on your advisory board, especially in regard to the health sciences, 2) providing the new school's teachers with professional development workshops in all aspects of the functional anatomy of each of the major organ systems in the human body that will "train and equip" them to conduct new learning opportunities with their students and 3) come on site and do some teaching directly to the students in whatever health science topic is deemed necessary to cover. In the latter case I have many PIHS colleagues (female and minority scientists) in all colleges at UAMS who could come on site and do some student teaching and role modeling for the students.

I am excited about your innovative idea and I am very willing to participate in helping your project to be highly successful. It will be good to continue and expand on our collegial partnership in K-12 education.

Educationally yours,

A handwritten signature in black ink, appearing to read "E. Robert Burns". The signature is fluid and cursive, with a large initial "E" and a stylized "Burns".

E. Robert Burns, Ph.D.  
Professor/Department of Neurobiology and Developmental Sciences  
Founding and Current Director/UAMS Partners in Health Sciences Program  
College of Medicine  
University of Arkansas for Medical Sciences  
Little Rock, AR 72205

**W**right  
**A**venue  
**N**eighborhood  
**A**ssociation,  
**Inc.**

P.O. Box 105084  
Little Rock, AR 72116  
Phone: (501) 374-4639  
Fax: (501) 214-5274  
Email: [wana@wana-inc.org](mailto:wana@wana-inc.org)

**Executive Officers**

**Dr. George T. Blevins, Jr.**  
*President*

**Ms. Sheila Miles**  
*1<sup>st</sup> Vice President*

**Mrs. C. Nelson**  
*2<sup>nd</sup> Vice President*

**Mrs. Laura Reddy**  
*Secretary*

**Mr. James Floyd**  
*Treasurer*

**Mr. Juan Wilson**  
*Assistant Treasurer*

**Mrs. Annie Abrams**  
*Parliamentarian*

**Kwendeche Aka**  
*Historian*

**Past Presidents**

**Rev. Robert James**

**Mr. Brad Kane**

**Mr. James McDonald**

**Mrs. Lorraine Livingston**

**State Rep. John Lowellen**

**Dr. George T. Blevins, Jr.**

**Mr. James Floyd**

**Mr. Kevin Dedner**

501(c)(3) (not for profit)

August 15, 2005

State Board of Education  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Board members,

I am writing this letter on behalf of the Executive Board of the Wright Avenue Neighborhood Association (WANA). Our Association voted to enthusiastically support the charter application of the Friends of the Environment Charter School proposed to be located at Mitchell Academy. The Mitchell Academy property is located within the boundaries of WANA. It is our belief that this school will serve a number of very positive functions. First and foremost, we believe that it will provide an excellent academic experience and environment which children need to excel academically. Second, this school will serve as an anchor for continued redevelopment of our neighborhood. Third, as this site is also the home of WANA, it will provide for continued interaction between students, parents and the community at large.

The Wright Avenue Neighborhood worked for years with the Little Rock School Board in attempts to keep the Mitchell Academy Elementary School open as a functioning school. The Little Rock School Board promised WANA that this property would be renovated and would remain as a neighborhood school; however, they then voted to permanently close the school in 2005. We were devastated.

When we found that Friends of the Environment Charter School was interested in taking up residence there, we were pleased. Subsequently, we held discussions with Friends that have resulted in our enthusiastic support of this charter application. This school will also serve as a nidus for parental and community involvement. It is the intention of WANA to provide capacity building programs for parents of Friends students and WANA residents which will generate considerable parental and community involvement. These programs include computer literacy and internet use, which will provide internet access to many who presently may not have it. Additionally, we will teach them to use online bill payment services and how to access many other services. Moreover, as we progress, we will write grants to perform more parental and community involvement activities.

We believe that the placement of the Friends of the Environment Charter School in our neighborhood will be a win-win for the students and for our neighborhood. It is for these reasons that we enthusiastically support the charter school application of the Friends of the Environment Charter School.

Sincerely,



Sheila Miles  
1<sup>st</sup> Vice-President

WANA, INC.

Page: 1 of 2



Arkansas School for Mathematics, Sciences and the Arts

A campus of the University of Arkansas System

August 27, 2009

Friends Academy of Health and Environmental Sciences

Attention: George T. Blevins, Jr., Ph.D.

P.O. Box 16224

Little Rock, AR 72216

Dear Dr. Blevins,

It is with pleasure that I write this letter of support for the proposed Friends Academy of Health and Environmental Sciences charter school for middle grades in Little Rock.

In 1992, Arkansas made a commitment to excellence in education by providing to juniors and seniors the opportunity to attend a premiere, residential school whose focus was on mathematics and sciences. Since that time, Arkansas School for Mathematics, Sciences and the Arts (ASMSA) has graduated 1573 students who have been offered over \$112 million in scholarships and grants.

I feel it is critical to instill in middle grade level students the importance and relevance of engaging in educational opportunities whose strength and focus is on mathematics and sciences. Your proposed Friends Academy of Health and Environmental Sciences charter school will provide these opportunities. Research demonstrates the importance of middle schools in retaining at-risk students, however often the organization and curriculum do not meet the needs of young adolescents who are going through a tumultuous period of rapid physical development and emotional turmoil. Your proposed Friends Academy of Health and Environmental Sciences charter school will be able to meet the needs of these young adolescents. I have to admit that I look forward to seeing students who attend your charter school eventually make their way to ASMSA.

Dr. Blevins, your expertise in the educational field is clear through your work as an Assistant Professor in the Physiology and Biophysics Department of the University of Arkansas for Medical Sciences and as an Associate Professor in Education and Biology at the University of Arkansas at Pine Bluff. Your many awards and honors, from the National Science Foundation Pre-doctoral Fellowship to the Arkansas Martin Luther King, Jr. Commission, reflect your commitment to the "big picture" of making our world a better place for both students and adults. From an ASMSA view, you have spoken to our student body on numerous occasions as we celebrate our Multi-Cultural activities as well as having provided assistance in our Student Shadowing program. Your warmth and strength of character are always evident as you work with young adults.

I sincerely applaud and support your efforts in working to make the Friends Academy of Health and Environmental Sciences charter school a reality.

Sincerely,

Mrs. Melanie Nichols  
Dean of Academic Affairs

## Petition of Support for

**To: The Arkansas State Board of Education – Charter Review Committee**

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

[illegible]



## Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)     | Signature        | Address                                         | Phone          |
|------------------|------------------|-------------------------------------------------|----------------|
| Paulie Bass      | Paulie Bass      | 605 So. Oak St                                  | 281-9329       |
| James Bass       | James Bass       | 605 So Oak St                                   | 280-9329       |
| Earnest Dukes    | Earnest Dukes    | 920 D Dixie Ave. NLR                            | 945-4228       |
| Dorothy Dukes    | Dorothy Dukes    | 920 D Dixie Ave. NLR                            | 945-4228       |
| Dorothy Williams | Dorothy Williams | 1108 So. Cleveland St                           | 664-4701       |
| Bowie Coleman    | Bowie Coleman    | 11625 Rocky Point Court                         | 834-3429       |
| Marilyn Turner   | Marilyn Turner   | 2921 Lennox Dr                                  | 224-5148       |
| Myrtle D. Evans  | Myrtle D. Evans  | 2309 S. Battery St.                             | 374-2931       |
| Robert Evans     | Robert Evans     | 2309 S. Battery St.                             | 374-2931       |
| Miles Parker     | M. Parker        | 1721 Pilot Ct                                   | 835-6446       |
| Rodney A. Evans  | Rodney A. Evans  | 306 Big Indian Dr. <sup>Shannon, AR 72120</sup> | (501) 834-6264 |
| Katherine Donald | Katherine Donald | 4 Shadywood Ct, L.R.                            | (501) 954-7954 |
| Virginia Echols  | Virginia Echols  | 2201 Schiller St                                | 501 773-8637   |
| Dwight Davis     | DDavis           | 2021 Wolfe Rd                                   | 375-1313       |
| Freddie Lane     |                  | 902 Homan Ln                                    | 612-3539       |



# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)     | Signature        | Address                                                    | Phone                |
|------------------|------------------|------------------------------------------------------------|----------------------|
| Michael Thornton | Michael Thornton | 7575 Central Rd <sup>LR, AR 72207</sup> Apt 41             | (501) 590-0130       |
| DONALD H. FORD   | Don Ford         | 7716 West 40 <sup>th</sup>                                 | 765-1909             |
| Patrick King     | Patrick King     | 4417 EAST 37 <sup>th</sup>                                 | 838-4439             |
| Timothy Harper   | Timothy Harper   | 35 Ross Circle, <sup>SEA</sup> 72706                       | 501-612-431          |
| Dana Ware        | Dana Ware        | 7705 McDaniel DR                                           | 562-5212             |
| Laren Brown      | Laren Brown      | 11 Terrace Pl. Apt 1                                       | 838-4721             |
| MELVIN SWAGERTY  | Melvin Swagerty  | 7603 JACKSONVILLE <sup>ARK 72206</sup>                     | 817 505-9498         |
| Willie Burley    | Willie Burley    | 2205 Green River Loop 22                                   | 501-838-9824         |
| Ruby M. Skewes   | Ruby M. Skewes   | 1003 Park Drive <sup>72111</sup> NLR (501) AR              | 626-0938             |
| Willie DAVIS     | Willie Davis     | 1300 MARSHALL Apt 304                                      | 650-3985             |
| Aubrey Nibler    | Aubrey Nibler    | 3003 Wt 15 <sup>th</sup><br>P.O. Box 250405<br>LR AR 72225 | 541-3444<br>541-4898 |
| Risa Davis       | Risa Davis       | 1521 Pratt Road                                            | 542-6129             |
| Tina Dwyer       | Tina Dwyer       | 50 South Meadowcliff                                       | 501-413-7207         |
| Patrice Whitmore | Patrice Whitmore | 50 South Meadowcliff                                       | 72204                |

# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

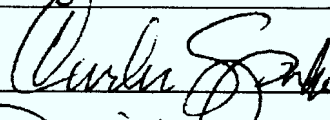

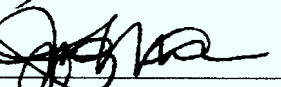

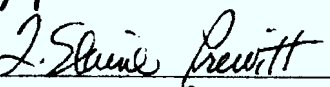
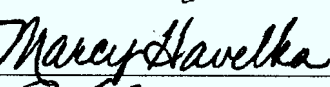
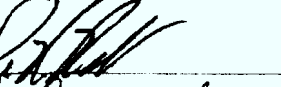
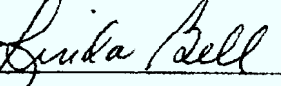
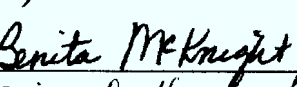
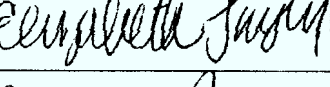
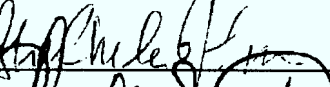
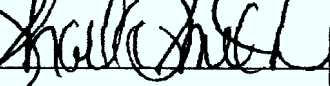
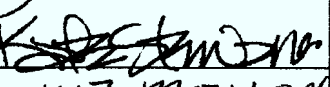
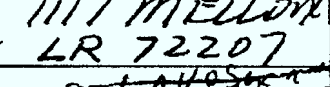
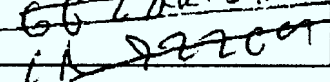
We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)          | Signature        | Address                                           | Phone             |
|-----------------------|------------------|---------------------------------------------------|-------------------|
| Bonnie Jackson        | Bonnie Jackson   | 5517 51 <sup>st</sup> St L.R.                     | 501-398-9068      |
| Brenda Dorn           | BRENDA DORN      | 4209 W 13th Street                                | 501 993 4314      |
| Raich Brown           | Raich Brown      | 1921 W 20 <sup>th</sup>                           | 662-0451          |
| Sandra Griffin        | Sandra Griffin   | 20 Crestview Dr. Jacksonville                     | 392-7283          |
| Tyler Blackman        | Tyler Blackman   | P.O. Box 200 College Station, AR                  | 351-7884          |
| Jimmie WATKINS        | Jimmie Watkins   | 1324 Monroe St. APT B                             | 379-8423          |
| ARISTON JACKS         | Ariston Jacks    | 1800 MARSHALL BLVD. # 315<br>LITTLE ROCK AR 72202 | 870-943 9533      |
| PATRICK OLIVER        | Patrick Oliver   | 10109 W. 36TH<br>L.R., AR 72204                   | (312)<br>287-0415 |
| JIM LYNCH             | Jim Lynch        | 16 LEVAN DRIVE 72707                              | 661-0406          |
| Lorraine Walker       | Lorraine Walker  | 2000 Marshall Street                              | 371-9865          |
| Dr. Emma Kelly Rhodes | Emma K. Rhodes   | 1917 Wright Ave.                                  | 372-5490          |
| MARILYN RUTLEDGE      | Marilyn Rutledge | 13700 Edgemond Dr.                                | 223-8499          |
| Gloria A. Wright      | Gloria A. Wright | 2222 Wolfe Street                                 | 375-4005          |
| Eboni Blevins         | Eboni Blevins    | 1866 Wolfe St #3 AR                               | 563-7534          |

# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)             | Signature                                                                                      | Address                                         | Phone             |
|--------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------|
| Carla Sparks             |               | 1117 Mellon St - LR, AR 72207                   | 501-663-3703      |
| Delia West               |               | 13815 Belle Pointe Dr., LR, AR 72212            | 501.312.1846      |
| Jinger Morgan            |               | 5410 Holt St LR 72204                           | 501-614-9608      |
| Lenora Martinich         |              | 4017 Crossside Dr. Alex, 72002                  | 455-1360          |
| I. Elaine Prewitt        |             | 2801 Woodsgate Drive<br>Little Rock, AR         | 501-227-7585      |
| Marcella J. Havelka      |             | 117 Miramar Dr.<br>Marmelle, AR 72113-7208      | (501)<br>851-8778 |
| Rod West                 |             | 13815 Belle Pointe Pr.<br>Little Rock, AR 72212 | (501)<br>312-1846 |
| Linda Bell               |             | 192 Pebble Beach Dr<br>LR, AR 72212             | 258-9701          |
| Benita McKnight          |             | 1723 S Fullmore St<br>Little Rock, AR 72204     | 501-<br>660-6689  |
| Elizabeth Taylor         |             | 800 W. 34th Ave.<br>Pine Bluff, AR 71603        | 870-413-<br>1229  |
| Sharhonda Love           |             | 1002 Herndon Rd<br>LR AR 72204                  | 501-565-<br>4952  |
| Shirley Smith            |             | 7115 Madaniel Pl<br>AR AR 72209                 | 501-590-<br>8325  |
| <del>Shirley Smith</del> | <del></del> | 19 Glenleigh Dr.<br>Little Rock, AR 72227       | 501-663-<br>4396  |
| William C. Sparks        |             | 1117 Mellon<br>LR 72207                         | 501-258<br>-1227  |
| <del>Carla Sparks</del>  | <del></del> | <del>66 LAKEVIEW<br/>LR 72207</del>             |                   |

## Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)      | Signature           | Address                   | Phone          |
|-------------------|---------------------|---------------------------|----------------|
| SALLY HONEYCUTT   | Sally Honeycutt     | 2310 VANCOUVER DR. L. R.  | (501) 227-5647 |
| J D A B           | T Hornaz            | 1724 W 24 ST              | 501 227-5647   |
| Anthony Honeycutt | Re. Anthy Honeycutt | 2310 VANCOUVER DR L.R.A.  | 501 227-5647   |
| Ardelia Walker    | Ardele Walker       | 6308 Shirley Dr.          | 664-6830       |
| Jerry Walker      | Jerry Walker        | 6308 Shirley Dr.          | 664-6830       |
| Lucille Cash      | Lucille Cash        | 11022 GAINES ST. L.R.A.   | 370-9304       |
| Herman Bryant     | Herman Bryant       | 2622 Chester ST.          | (501) 375-1348 |
| Levy L. Turner    | Levy L. Turner      | 2921 LENOX DR             | (501) 224-5448 |
| Janison Rapp      | Janison Rapp        | 2701 ELA ST               | 501-291-8811   |
| Elizabeth Evans   | Elizabeth Evans     | 721 W. 17th               | 372-1162       |
| Eric Flowers      | Eric Flower         | 18 Perry St LR 72205      | (870) 814-3861 |
| Cesar Compere     | Cesar Compere       | 7111 Indiana Av B-7 72205 | 993-4976       |
| Colvin WASEN      | Colvin Wase         | 400 N. UNIVERSITY LN      | 831-2712       |
| Joyce Rayner      | Joyce M. Rayner     | 7441 Woodcreek Dr. 72211  | 228-7755       |
| Ruthie Johnson    | Ruthie Johnson      | 902 W. 25th, P.B. 71601   | (870) 267-2267 |



# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth.

| Name (Print)      | Signature         | Address                                 | Phone          |
|-------------------|-------------------|-----------------------------------------|----------------|
| Rev. J. E. Booker | Rev. J. E. Booker | 1865 Chester L.R. AR.                   | 374-6291       |
| V. L. Creggett    | Nelma Creggett    | 1853 Reno - L.R. Ar.                    | 372-6570       |
| Erica L. Ellis    | Erica L. Ellis    | 4007 W 11th L.R. AR 72204               | 664-8637       |
| Melvin Paxton     | Melvin Paxton     | 3 Lamine Cn <sup>7220</sup> L.R. AR     | 664-612        |
| Madison Paxton    | Madison Paxton    | 11 11                                   | 111            |
| BRUCE Washington  | Bruce Washington  | 1800 E 38th L.R. A.                     | 501-376-4198   |
| Ellie Williams    |                   | 2200 Brown L.R.                         | 664-7738       |
| Jacqueline West   | Jacqueline West   | 111 Wedgeside Ct. L.R.                  | 407-9147       |
| Cassandra Street  | Cassandra Street  | 1401 School Drive -<br>Jacksonville, AL | 982-3303       |
| Jewel Sanders     | Jewel M. Sanders  | 2014 Scotty Ct L.R. Ar.                 | 501-224-5068   |
| Mentude Gladney   | Mentude Gladney   | 3015 W-24th L.R. A                      | 501-786-1182   |
| Bernard West      | B. West           | 111 Wedgeside Ct L.R. AR 7220           | 501-407-9147   |
| Jocke Williams    | Jocke Williams    | H 309 Gree mountain Dr                  | (501) 612-2900 |
| Edy Johnson       | Edy Johnson       | 1720 Pine Wood dr                       | 664-5541       |
| Henry Jones       |                   | 1724 W 24th                             | 374-2945       |

# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education - Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)       | Signature          | Address                                   | Phone        |
|--------------------|--------------------|-------------------------------------------|--------------|
| Leta Anthony       | Leta Anthony       | 5609 Main - Arc, LR                       | 502-3525     |
| Henix, Brian W     | Henix, Brian W     | 1923 W 16th                               | 375-4919     |
| Jewel William      | Jewel W            | 9606 Southboro Dr                         | 502-2204     |
| Tary Rodgers       | Tary Rodgers       | Alex, AR 72002<br>1404 C-Tail L Ln        | 54-491-6334  |
| SAP Bontar         | SB                 | 1405 Reservoir Rd                         | 224-7710     |
| K. Hassan Alkhalaf | K. Hassan Alkhalaf | 2301 S. Butler, LR 2                      | 372-6211     |
| Beverly Harris     | Beverly Harris     | 2215 S. E. 2nd, LR 72206                  | 501-371-2233 |
| PATRICK JOHNSON    | P. Johnson         | 11903 ALFASANT ROAD<br>LR, AR 72223       | 222-6724     |
| Jacque Brason      | Jacque Brason      | 1221 Reservoir Rd Apt<br>419 LR, AR 72227 | 744-0231     |
| Barry Hand         | Barry Hand         | 6006 Woodview Dr                          | 960-2010     |
| Sandra Westky      | Sandra Westky      | 6522 Elmwood Ln<br>72209                  | 517-3266     |
| Kathleen Harris    | Kathleen Harris    | Rm 108 - City Hall                        | 391-4470     |
| Robert R. Long     | Robert R. Long     | 1523 1/2 N. 5th St<br>P.O. Box 453        | 372-5225     |
| Dance Jackson      | Dance Jackson      | Sweet Home Ark.<br>72164                  | 744-6682     |
| Latoya Jackson     | Latoya Jackson     | 4320 Lindall Rd LR Ark                    | 838-8704     |
| Lakeisha Holden    | Lakeisha Holden    |                                           | 993-948      |



# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)         | Signature            | Address                                   | Phone        |
|----------------------|----------------------|-------------------------------------------|--------------|
| Leta Anthony         | Leta Anthony         | 5009 Hancock Ave, LR                      | 562-3525     |
| Herbert Brannon      | Herbert Brannon      | 1923 W 16th                               | 375-4919     |
| Jewel William        | Jewel W              | 9606 Southbore Dr                         | 562-2204     |
| Terry Rodgers        | Terry Rodgers        | Alex, AR 72002<br>1404 C-trail Ln         | 54-492-6334  |
| SAP Brannon          | SB                   | 1405 Reservoir Rd                         | 224-7710     |
| K. Hassan Al-Zahrani | K. Hassan Al-Zahrani | 2301 S. Butler, LR                        | 372-6311     |
| Beverly Harris       | Beverly Harris       | 2215 S. E. 21st Ave, LR                   | 501-371-2233 |
| PATRICK JOHNSON      | P. Johnson           | 11902 ALFASANT ROAD<br>LR, AR 72223       | 282-6704     |
| Jacque Brason        | Jacque Brason        | 1221 Reservoir Rd Apt<br>419 LR, AR 72227 | 744-0231     |
| Barry Handy          | Barry Handy          | 6006 Woodview Dr                          | 960-2010     |
| Sandra West Ky       | Sandra West Ky       | 6522 Elmwood Ln                           | 517-3266     |
| Kirkline Harris      | Kirkline Harris      | Rm 108 - City Hall                        | 391-4470     |
| Rebecca Briggs       | Rebecca Briggs       | 1523 1st Ave, LR                          | 372-3321     |
| Dance Jackson        | Dance Jackson        | P.O. Box 453<br>Sweet Home Ark.           | 744-6082     |
| LaToya Jackson       | LaToya Jackson       | 4320 Randall Rd LR Ark                    | 838-8704     |
| Lakeisha Holden      | Lakeisha Holden      |                                           | 993-9348     |

# Petition of Support for Friends of the Environment charter school application

20

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth.

| Name (Print)              | Signature                 | Address                         | Phone             |
|---------------------------|---------------------------|---------------------------------|-------------------|
| CYNTHIA WILLIAMS CAMPBELL | Cynthia Williams Campbell | 4110 Kennesaw Mtn<br>Mableville | 501-455 5766      |
| DONALD E. Johnson         | Donald E. Johnson         | 4319 Pine Circle Dr             | 501 353 1551      |
| Wayne Robins              | Wayne Robins              | 1904 Ryals Ln LRAK              | 341 7391<br>(501) |
| Everette Hargro           | Everett Hargro            | 4810 W 25 ST. LRAK              | 663-1065<br>870   |
| ORACIOUS Thomas           | Oracious Thomas           | 3609 VIRGINIA Pine Bluff        | 592 3169          |
| Willie Tidwell            | Willie Tidwell            | 1559 N. 4th                     | 312 5632          |
| BRENDA DAVIS              | Brenda Davis              | 1221 Reservoir                  | 541-6702          |
| Ronald L. Talley          | Ronald L. Talley          | 10614 Lionel Drive              | 565-0155          |
| TONY Corley               | Tony Corley               | 2908 Ringo                      | 772-9584          |
| ARTIS DAVIS               | Art Davis                 | 5 TANKA CT                      | 2238494           |
| Arthur Broadway           | Arthur Broadway           | 308 CROCKETT NCHA               | 9554578           |
| Zettie Robinson           | Zettie Robinson           | 2205 Denver                     | 372621            |
| Martina McNeil            | Martina McNeil            | 1311 W. Markham #185            | 952-6236          |
| ERIN JOHNSON              | ERIN JOHNSON              | 1205 W. 34th ST LRAK            | 541-1541          |
| ALFRED BARNES             | Alfred Barnes             | 4702 Westwood Ave               | 944-7604          |

# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education - Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)      | Signature         | Address                                 | Phone        |
|-------------------|-------------------|-----------------------------------------|--------------|
| Dana McCall       | Dana McCall       | 302 Pike Benton                         | 612 28441    |
| Chrisie Jefferson | Chrisie Jefferson | 8915 Merivale Dr.                       | 612 7876     |
| Tasha Texay       | Tasha Texay       | 16 Torrey Pines Dr                      | N/A          |
| Elaine Anderson   | Elaine Anderson   | P.O. Box 196032 LRAr <sup>299</sup>     | 501-5656012  |
| Trena Andrews     | Trena Andrews     | 7 Old Colony Ct                         | 501-565-1072 |
| Frances Johnson   | Frances Johnson   | 7101 Brelme Rd                          | 501-291-6411 |
| MARVIN FUNCHES    | Marvin Funches    | 3723 American Manor<br>L.R. AR. 72209   | 501/568-4148 |
| Willie Washington | Willie Washington | L.R. Ar 72209                           | 501 832-2442 |
| Marvin Taylor     | Marvin Taylor     | 2 R Ar 72204                            | 501-749-6662 |
| Merinda Bynum     | Merinda Bynum     | 901 Aurora St & 2nd                     | 501-777-5028 |
| Lisa Jenkins      | Lisa Jenkins      | 4124 Was                                | 563-3618     |
| Brenda Hume       | Brenda Hume       | 18 Westward Rd <sup>L.R. AR 72201</sup> | 501/51233551 |
| Nakisha Bennett   | Nakisha Bennett   | 25 W Pine cone <sup>L.R. 72206</sup>    | 563-4281     |
| Robbie Davis      | Robbie Davis      | 9100 Longacre <sup>L.R. 72205</sup>     | 5634580      |
| Alma Thompson     | Alma Thompson     | 4109 Sunnyside Rd <sup>L.R. AR</sup>    | 501-2-1720   |

## Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.




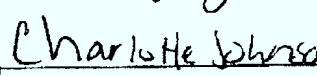
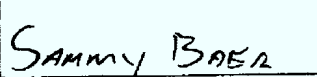


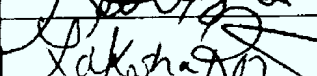
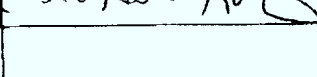
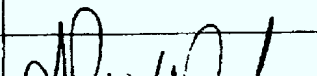
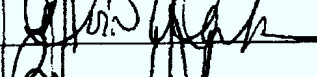
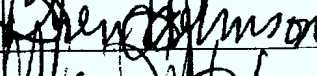

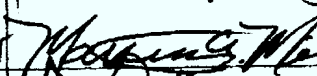

| Name (Print)      | Signature         | Address                          | Phone          |
|-------------------|-------------------|----------------------------------|----------------|
| Mariquita Daniel  | Mariquita Daniel  | 908 W. Main St. Little Rock, AR  | (501) 541-4061 |
| Ellis James       | Ellis James       | 4406 Laro Ln Little Rock         | 562-7446       |
| Tracy Bowden      | Tracy Bowden      | 3801 Baseline Rd                 | 503-3852       |
| Norton L. A. HLE  | Norton L. A. HLE  | 9312 Malabar Dr. L.R.            |                |
| Sam S. S.         | Sam S. S.         | 700 W. Markham L.R.              | 371-9626       |
| Wendy Strickland  | Wendy Strickland  | 380 Baseline Rd. #12             | 719-3712       |
| Ananias Alexander | Ananias Alexander | 9902 Coffey Dr. L.R.             | (501) 888-3520 |
| Chloe Alexander   | Chloe Alexander   | 9902 Coffey Dr. L.R.             | 888-3520       |
| Dorothy Hamilton  | Dorothy Hamilton  | 3407 Arapaho Trail               | 786-3054       |
| Antonio           | Antonio           | 24 Larry Dr                      | 501 451 1113   |
| Bonnie Clutter    | Bonnie Clutter    | 5001 Hamilton                    | 541-8695       |
| Charles Kears     | Charles Kears     | 5001 Hamilton                    | 565-3805       |
| Rosaline Carr     | R. Carr           | 5761 Dreher Lane #68             | 541-5537       |
| John D. White     | John D. White     | 13500 Col. Glenn Rd. Little Rock | 690-1612       |
| Janette Simmen    | Janette Simmen    | 22 Frankfurt Ct.                 | 960-0021       |



## Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)      | Signature                                                                           | Address                                                 | Phone         |
|-------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------|---------------|
| PAM ADcock        |    | 6265 Hinkson                                            | 568-3398      |
| Archie F. Adcock  |    | 6205 Hinkson Rd LK AR                                   | 568-3398      |
| Teresa Foster     |   | 14400 Pine Cone LK AR                                   | 523-5147      |
| Charlotte Johnson |  | 9101 Antler Rd M-21                                     | 314-3173      |
| Sammy Baer        |  | 3623 Baseline                                           | 565-4669      |
| Vivian Lewis      |  | 7201 SIERLAND                                           | 568-2575      |
| Letha Stanley     |  | 211 Walnut                                              | 351-6044      |
| Lakisha Robinson  |  | 7700 N. CHIC RD<br>Rd 11 M-102                          | 256-2569      |
| Jimmy L. Chapman  |  | 323 Center                                              | 374-1011      |
| Alvin Walker      |  | 311 OAK PARK DR                                         | 246-3662      |
| Brenda Johnson    |  | 818 Orchard Dr                                          | 749-4315      |
| Gloria Delaney    |  | 3623 Baseline                                           | 447-3700      |
| Marquez A. Miller |  | 503 E 6th St. Apt. 214<br>PO Box 196032<br>LK. AR 72210 | 612-1929      |
| Gaylon Anderson   |  | 6511 Elmore Rd. Little Rock                             | 581-565-602   |
| John Anderson     |  | 6511 Elmore Rd. Little Rock                             | 581-1017-1544 |

# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth.

| Name (Print)                         | Signature         | Address                      | Phone    |
|--------------------------------------|-------------------|------------------------------|----------|
| Bethel Culbert                       | Bethel Culbertson | 1106 Park Street             | 375-4625 |
| <sup>S.O.N</sup><br>Juanda Stevenson | Juanda Stevenson  | 10245 PARK ST. YR. A-K       |          |
| Sylvie Edwards                       | Sylvie Edwards    | 2114 W 11th                  | 300-8422 |
| Linda Craig                          | Linda Craig       | 1119 S Park                  | 376-8607 |
| Faye Carter                          | Faye Carter       | 1115 S. Park                 | 374-0823 |
| Angela Heard                         | Angela Heard      | 2425 W. 13th                 | 664-2531 |
| Tanya                                |                   |                              |          |
| Love A Russell                       | Love A Russell    | 14 Bay Meadow Ct<br>LR, Ark  | 240-1156 |
| Laverne Harris                       |                   |                              |          |
| Teresa Carter                        | Teresa Carter     | 2604 Schiller<br>W. AR 72202 | 744-4742 |
| Carl Sullivan                        | Carl Sullivan     | 2113 W 10th / R              | 374-0840 |
| Shirley McIsick                      | Shirley McIsick   | 1316 Ben A.                  | 786-9130 |
| Shirley McIsick                      |                   | 1724 E 21                    | 744-3000 |
| Louis                                | Louis Smith       | 1010 Wolfe                   |          |
| Earlema                              | Shiller           |                              | 398-9476 |



# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)                            | Signature                  | Address                                 | Phone          |
|-----------------------------------------|----------------------------|-----------------------------------------|----------------|
| Hakeelah Muhammad                       | <i>Hakeelah Muhammad</i>   | 1320 N. Point Cir.<br>L.R. AR           | (501) 954-7338 |
| Linda J. Cleland                        | <i>Linda J. Cleland</i>    | 1815 Summit L.R.                        | 376-2500       |
| ROBBIE BRIDGES                          | <i>Robbie Bridges</i>      | 1821 Summit 72202                       | 3727724        |
| Sheila Miles                            | <i>Sheila Miles</i>        | 2209 Battery 72202                      |                |
| Kiah Creggett                           | <i>Kiah Creggett</i>       | 2116 S. Elm 72204                       | 501-626-7442   |
| Lorrian Turrena                         | <i>Lorrian Turrena</i>     | 2718 Battery 72204                      | 719-8214       |
| Jeannette Janssen                       | <i>Jeannette Janssen</i>   | 815 Maple St. #111                      | 749-8216       |
| Clayton Bowen                           | <i>Clayton Bowen</i>       | 1365 Garden Rd. Morrilton               | (501) 931-6962 |
| James M. Salas                          | <i>James M. Salas</i>      | 2010 Wolfe (H. Reel) Rd                 | 501-374-2096   |
| Shenetta Pennington                     | <i>Shenetta Pennington</i> | 2818 S. Summit St.                      | 501-613-8301   |
| Shunice Chambers                        | <i>Shunice Chambers</i>    | 4109 W. 17 Little Rock                  | 501-613-8301   |
| Markisha Flag                           | <i>Markisha Flag</i>       | 84 Dellwood Ave.<br>72201               | (501) 350-3824 |
| Maricous Williams                       | <i>Maricous Williams</i>   | #7 Churchill Dr.<br>Mablevale, Arkansas | (501) 570-4199 |
| Rigley Foster                           | <i>Rigley Foster</i>       | 1212 Schuller                           | 612-8884       |
| <del>Lynday Jones</del><br>Lynday Jones | <i>Lynday Jones</i>        | 1800 Marshall, AR                       | 374-2016       |

# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)       | Signature          | Address                                      | Phone        |
|--------------------|--------------------|----------------------------------------------|--------------|
| Linda L. Payne     | Linda L. Payne     | 1705 Wright Ave.                             |              |
| Willie Carpenter   | Willie Carpenter   | 1823 Barfield Ct                             | 603-0269     |
| Barbara Jones      | Barbara Jones      | 2119 W. 19th                                 | 376-3822     |
| DEANNA JONES       | Deanna Jones       | " " "                                        | " "          |
| Janet McDonald     | Janet McDonald     | 200 Wolf                                     | 374-2040     |
| Begyn O Neal       | Begyn O Neal       | 2616 Ellis                                   | 663-2928     |
| Rose Mitchell      | Rose Mitchell      | 2614 Ellis                                   | 681-2110     |
| MARY SWIFT         | Mary Swift         | 73 Plantation Dr.                            | 490-2448     |
| Mary Swift         | Mary Swift         | 14015 - Scott                                | 774-0029     |
| Brenda Green       | Brenda Green       | 1715 Markin Latta Ln                         | 612-6192     |
| Phillip Lee        | Phillip Lee        | 1200 Thurf-R                                 | 442-4484     |
| MAJOR E. LLOYD JR. | Major E. Lloyd Jr. | 10205 EVA LANE L.R. AR 72209                 | 568-6201     |
| JURIAN R. BAER     | Jurian R. Baer     | 402 MAREZUACE Ave <sup>Marezuace</sup> 72103 | 371-4552     |
| NIKKI BURGESS      | Nikki Burgess      | 1501 S Summit 72202                          | 374-2032     |
| Corliss Harris     | Corliss Harris     | PO BOX 104413, L.R. AR 72210                 | 501-372-3566 |

## Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)        | Signature           | Address                                          | Phone        |
|---------------------|---------------------|--------------------------------------------------|--------------|
| Laura Redic         | Laura Redic         | 2022 Marshall St                                 | 374-552      |
| Tommye Tunsell      |                     |                                                  |              |
| DDavis              | DDavis              |                                                  |              |
| Steven Montgomery   | Sm                  |                                                  |              |
| James Floyd         | James Floyd         |                                                  |              |
| Dorothy Pearson     | Dorothy Pearson     | 2220 S. Summit                                   | 376-6424     |
| Travis Martin       | JDM                 |                                                  |              |
| Marcus Dickerson    | marcus Dickerson    |                                                  |              |
| Muhammed K. Rasheed | Muhammed K. Rasheed | 4400 McCain Blvd Apt 1119                        | 501-744-9134 |
| Rose Alston         | Rose Alston         | 1700 S. Battery St                               | 375-7330     |
| Kayla Bryant        | Kayla Bryant        | 6 alicia lane Howard                             | 813-6231     |
| Stacy Roshard       | Stacy Roshard       | 2407 McCain Blvd Apt 141<br>622 E 19th St Apt 14 | 714-5136     |
| Shantell Bass       | Shantell Bass       | NLR AR 72114                                     | 503-2323     |
| Amatt Muhammad      | Amatt Muhammad      | 1717 Wright Ave                                  | 501-9235     |

# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)     | Signature               | Address                              | Phone                |
|------------------|-------------------------|--------------------------------------|----------------------|
| SARAH L. FACEN   | <i>Sarah L. Facen</i>   | 3007 Cum L.R. AR 72206               | 281-5249<br>374-8805 |
| Naim Majed       | <i>Naim Majed</i>       | 1407 S. Schiller L.R. 72202          | 501-442-7223         |
| Kevin Rhodes     | <i>Kevin E Rhodes</i>   | 2622 Vancouver L.R. 72204            | 501-612-1244         |
| Freddie Morgan   | <i>Freddie Morgan</i>   | 7212 Cloverdale DR                   | 501-565-7721         |
| Ed. Martin       | <i>Ed Martin</i>        | 3605 Patton St                       | 501-612-2770         |
| Chris Sanford    | <i>Chris Sanford</i>    | 504 May Ave 72120<br>Alameda         | 501-837-0536         |
| Naim Salaam      | <i>Naim Salaam</i>      | 1017 Katy Ln 72002                   | 501-455-1969         |
| Justin Collins   | <i>Justin Collins</i>   | 203 Honeycreek Hill Rd Ark, AR 72132 | 870-370-0656         |
| Toni Andrews     | <i>Toni Andrews</i>     | 1224 West 3rd St Little Rock         | 501-291-9062         |
| Aretha Ward      | <i>Aretha Ward</i>      | 3108 Center St. L.R. AR 72206        | 501-374-8709         |
| DeLisa Mitchell  | <i>DeLisa Mitchell</i>  | 2811 Dr. M.L.K                       | (501) 372-0429       |
| La-hae Majed     | <i>La-hae Majed</i>     | 1407 S. Schiller                     | 580-1593             |
| Travis P. Jones  | <i>Travis P. Jones</i>  | 3024 Center St                       | 375-4952             |
| Betty Gilkey     | <i>Betty Gilkey</i>     | 506 E 21st L.R. AR 72206             |                      |
| Freddie L. Davis | <i>Freddie L. Davis</i> | 10617 Warner Dr 72209                | 565-3951             |



## Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)           | Signature              | Address                     | Phone    |
|------------------------|------------------------|-----------------------------|----------|
| Nettie Lytle           | Nettie Lytle           | 1904 Bragg                  | 372-3735 |
| DEROON PATTON          | DEROON PATTON          | 1857 Stock St. LR 72206     | 214 9509 |
| CARRIE YOUNG           | Carrie M. Young        | 2017 Cumberland St          | 301 7925 |
| Velma Whitel           | [Signature]            | 1310 Louisiana St S         |          |
| Kathina DeGraffenreid  | Kathina DeGraffenreid  | 518 E. 21st Street LR 72206 | 372-4553 |
| Reginald DeGraffenreid | Reginald DeGraffenreid | 518 E. 21st Street LR 72206 | 372-4553 |
| Mary Borch             | MARY Borch             | 2123 Cumberland St          | 431-1794 |
| Ruth King              | Ruth King              | 2123 Cumberland St          | 231-1794 |
| Velma Molden           | Velma Molden           | 1809 Bragg St LR AR         | 372-7015 |
| Kathel Taylor          | Kathel Taylor          | 1909 Park Lane HRA.         | 376-4498 |
| Don Molden             | Don Molden             | 1809 Bragg LR 72206         | 372-7015 |
| Sheila Davis           | Sheila Davis           | 2100 Rice LR 72202          | 398-6257 |
| Brynn Hays             | Brynn Hays             | 516 E 23rd                  | 374-9455 |
| Stacy Smith            | Stacy Smith            | 51 Woodson Ct               | 541-5707 |
| Deborah Sancier        | Deborah Sancier        | 2000 Main St. apt. 111      | 372-0027 |

# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.



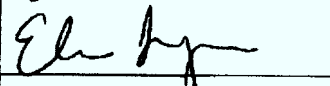

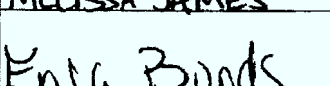
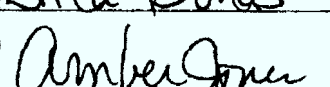
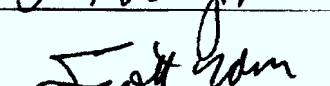
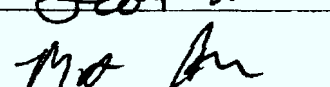
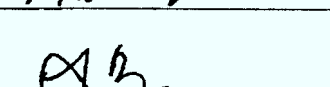
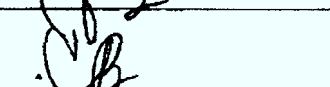
| Name (Print)       | Signature          | Address                                  | Phone        |
|--------------------|--------------------|------------------------------------------|--------------|
| Tiffany Kell       | Tiffany Kell       | 1414 S. Louisiana St.                    | 501-375-5355 |
| Miriam Ford        | Miriam Ford        | 2021 Arch St                             | 501-375-2501 |
| Karen Ford         | Karen Ford         | 2021 Arch St                             | 501-375-2501 |
| Deborah M Brown    | Deborah M Brown    | 1800 Broadway #1213R                     | 501-541-4314 |
| Lonnice Sims       | Lonnice Sims       | 2421 Johnson St                          | 501-663-8523 |
| Tudor Bailey       | Tudor Bailey       | 2205 ARCH                                | 501-372-1940 |
| * Zandra Crump     | Zandra Crump       | 1918 So. Chester St                      | 501-372-3380 |
| Margelene Williams | Margelene Williams | 9720 Dobbs Dr                            | 501-888-6272 |
| Vickie McMurphy    | V. McMurphy        | 1801 Reservoir Rd.                       | 501-225-6132 |
| Eric Smith         | E. R. Smith        | N. L. R 7716<br>4932 Augusta Circle #118 | 501-658-0311 |
| EDDARD FELLS       | Eddard Fells       | 1800 BROADWAY                            | 374-3973     |
| Nicole Smith       | Nicole Smith       | 222 IZARD ST                             | 372-5874     |
| Anthony L. Stewart | Anthony L Stewart  | 2217 South Arch Street                   | 501-372-9120 |
| Timothy Davis      | Timothy Davis      | 2123 IZARD ST.                           | 214-864-0314 |
| Michael Scott      | Michael Scott      | 2123 IZARD ST.                           | 501-372-6578 |



# Petition of Support for Friends of the Environment charter school application

To: The Arkansas State Board of Education – Charter Review Committee

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

| Name (Print)                                                                      | Signature                                                                           | Address             | Phone          |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------|----------------|
| George Chambers                                                                   |    | 2319 S. Arch Street | 501-386-0800   |
| Ensan Chambers                                                                    |    | 2319 S. Arch St     | 501-376-0632   |
| Ellen Ingram                                                                      |    | 2114 S. Arch        | 501-837-2475   |
|  | MELISSA JAMES                                                                       | 2320 S. Arch        | 501-425-4860   |
| Erica Bonds                                                                       |  | 10001 Dobby Dr.     | (501) 350-7673 |
| Amber Jones                                                                       |  | 1910 S. Arch        | 3766180        |
| Scott Jones                                                                       |  | 1910 S Arch         | 3766180        |
| Mitch Henson                                                                      |  | 2319 S. GAINES      | 563-3191       |
| Jennifer Bethra                                                                   |  | 617 W 24            | 372-4580       |
| Charlotte Bonds                                                                   |  | 2420 Schiller       | 888-7052       |
|                                                                                   |                                                                                     |                     |                |
|                                                                                   |                                                                                     |                     |                |
|                                                                                   |                                                                                     |                     |                |
|                                                                                   |                                                                                     |                     |                |
|                                                                                   |                                                                                     |                     |                |

## ✓

We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.

[illegible]

# **Petition of Support for Friends of the Environment charter school application**

**To: The Arkansas State Board of Education – Charter Review Committee**

**We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth.**

[illegible]

# **Petition of Support for Friends of the Environment charter school application**

**To: The Arkansas State Board of Education – Charter Review Committee**

**We support the approval of Friends of the Environment charter school application to serve students in Little Rock and surrounding communities. Furthermore, we understand and support Friends of the Environment's goal to provide central Arkansas' families with a comprehensive health and environmental sciences middle school for all students, an additional school of choice, and maintain the state's high standards of academic excellence for the education of our youth. By signing this Petition of Support, I/we understand that it does not serve as a guarantee of admission to Friends of the Environment, Inc.'s charter school.**

[illegible]

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

The signature of the Chief Operating Officer of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Ann. § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title; and
  - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

 President

Signature of ~~Chief Operating Officer of the School~~

Date: 26 August 2009

Kwendeche

Print or type name

# Mitchell Elementary, LLC

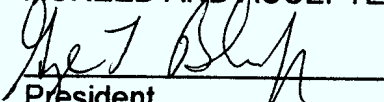
## Little Rock Arkansas

### Friends Academy of Health and Environmental Sciences Charter School Development Agreement

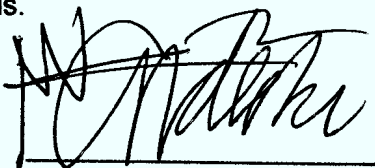
This Agreement is entered into by Mitchell Elementary LLC, an Arkansas corporation ("lessor") and Friends Academy of Health and Environmental Sciences ("lessee") to provide buildings to be used as a public charter school hereinafter referred to as the "Property" under the following terms and conditions:

1. **Property:** Three buildings, a 33,807 +/- square. Ft three story, 3,984 square foot 4-classroom and 1024 one classroom buildings located at 2410 South Battery, Little Rock, AR 72206, will be renovated to include finishing of 10,000 +/- square feet in the attic of the three story building to yield a minimum of 24 classrooms, a multi-purpose room and administrative space. and parking areas to park 69 cars will be completed. This will be constructed on approximately 2.67 acres of land bounded by Battery, Roosevelt, Summit and 24<sup>th</sup> Streets, Little Rock, AR., as shown on Exhibit A. The Property will be built in conformance with state and local building codes for use as a charter school. The parties acknowledge that the layout of the building may be modified after final design documents are completed.
2. **Lessor:** Mitchell Elementary, LLC, or assignee
3. **Lessee:** Friends Academy of Health and Environmental Sciences, Charter School.
4. **Base Annual Rent:** The total Base Annual Rent shall be Four hundred and eighty-four thousand, eight hundred Dollars (\$484,800) for years one (1) and two (2) with a two percent (2%) increase in years three (3), four (4) and five (5), and two percent (2%) increases annually thereafter. The terms of the proposed lease are attached as Exhibit C. These terms may be modified by mutual agreement of the parties to reflect the final approved plans, financing requirements or other contingencies not known to the parties at this time.
5. **Term:** Term of the lease shall be five (5) years with two (2) five (5) year option periods.
6. **Financing, Environmental, & Usage Contingencies:** This offer to lease the said Property shall be contingent upon the following:
  - a. Lessor applying for and receiving satisfactory financing for. the development of the property.
  - b. Development costs not to exceed price of Five Million Dollars(\$5,000,000) including acquisition, site development and all soft costs unless a higher cost is mutually agreed to by the parties.
  - c. Lessor being able to secure building permits for the usage stated.
7. **School Contingencies:** This offer is subject to the school being granted an "Open Enrollment Charter" by the State of Arkansas in accordance with Arkansas Department of Education Rules and Regulations Governing Public Charter Schools.

AGREED AND ACCEPTED

  
\_\_\_\_\_  
President  
Mitchell Elementary, LLC

Date 8-26-2009

  
\_\_\_\_\_  
President  
Friends Academy of Health and  
Environmental Sciences  
Board of Directors

26 Aug 2009

Date \_\_\_\_\_

## LEASE AGREEMENT

This Agreement, made this 26<sup>th</sup> day of August, 2009 between Mitchell Elementary, LLC (Lessor), whose address is 1704 W. 19<sup>th</sup> Street, Little Rock, AR 72202 and Friends Academy of Health and Environmental Sciences, (the Lessee), whose address is P.O. Box 164224, Little Rock, AR 72202.

Witnesseth:

1. Lessor is the owner of approximately 2.67 +/- acres of real property situated at 2410 Battery in Little Rock, Arkansas (the "Property") as described in Exhibit A. The Lessor will renovate 3 buildings located on the Property containing approximately 48,815 +/- rentable square feet and parking areas to park 69 cars. These improvements are represented in Exhibit B attached hereto and made a part hereof. The Property and the Building are sometimes hereinafter collectively referred to as the "Premises". The improvements required for Lessee's occupancy of the Premises are scheduled to be substantially completed by August 1, 2010.
2. Lessee desires to lease from Lessor, and Lessor desires to lease to Lessee, the Premises upon the terms and conditions herein set forth as follows:
3. Lessor and Lessee desire to confirm in writing the terms of their agreement and understanding pertaining to the foregoing lease of the Premises.

NOW, THEREFORE, in consideration of the rents herein reserved by Lessor to be paid by Lessee, and the mutual covenants and agreements of the parties herein contained, and for other good and valuable consideration, the parties intending to be legally bound hereby covenant and agree as follows:

#### 4. PREMISES.

- A. Premises. Subject to the terms and provisions contained in this Lease, Lessor hereby rents, demises and leases to Lessee and Lessee does hereby take, hire and lease from Lessor for the Lease Term (below defined), and at the rentals and other terms, conditions and covenants more fully described below, the Premises.
- B. Applicable Law. Leasing to Lessee of the Premises is subject to all building restriction lines, other restrictions and rights imposed on the Premises or held therein by governmental authorities having jurisdiction thereof, and is subject to all applicable governmental laws, codes and regulations.

#### 5. TERM OF LEASE.

- A. Term. The term of this Lease (Term) shall commence on the earlier of: (i) commencement of beneficial use by Lessee of the Building or (ii) delivery of a temporary or permanent certificate of occupancy for the Building ("Lease Commencement Date"). Unless this Lease is sooner terminated pursuant to the provisions hereof, the term shall expire without notice on the last day (the "Expiration Date") of the sixtieth (60th) calendar month following the Lease Commencement Date. Lessee agrees to vacate the Premises at the end of the Term hereof in the condition required under this Lease. Lessor will deliver possession of the Premises to the Lessee on the Commencement Date. The term of this lease will commence no earlier than August 1, 2010.
- B. Renewal Term. The Lessee shall have two (2) five (5) year option periods during which this lease may be renewed under all conditions contained herein.
- C. Hold Over. If Lessee shall, with the knowledge and consent of Lessor, remain in possession of the Premises after expiration of the Lease Term, and if Lessor accepts rent from Lessee for any period after such expiration hereof, then Lessee shall become a Lessee by the month, commencing on the day next following the last day of the stated term hereof, such monthly hold-over tenancy to be at the same monthly rent as applies during the month immediately preceding such holdover, and upon all terms hereof except that during such monthly hold-over tenancy, Lessee shall give to Lessor at least thirty (30)

days' prior written notice of any intention to quit the Premises, and Lessee shall be entitled to at least thirty (30) days' prior written notice to quit the Premises, except in the event of nonpayment of rent in advance or of the breach of any other covenant by Lessee, in which event Lessee shall not be entitled to any notice to quit, the statutory notice (if any) and all other notices to quit being hereby expressly waived by Lessee. However, if Lessee holds over after expiration of the Term without Lessor's written consent, then (i) Lessor, at its option, may forthwith re-enter and recover possession of the Premises by any legal process in force, Lessee hereby waiving all notices to quit, and Lessee shall be deemed to be in default hereunder if it fails to surrender possession of the Premises at the end of the stated term of this Lease, and (ii) Lessee shall pay to Lessor in advance on the first (1 st) day of each calendar month in any such holdover tenancy monthly use and occupancy payments for the Premises in an amount equal to one hundred twenty-five percent (125%) of the Base Rent applicable during the month immediately preceding such holdover for the initial thirty (30) days of such holdover and one hundred fifty percent (150%) of the Base Rent for all subsequent periods of such holdover. The aforesaid use and occupancy payment shall not be deemed to preclude Lessor from recovery of any actual damages that it may suffer by reason of Lessee's wrongful holdover.

**D. Termination Confirmation.** If this Lease is terminated pursuant to any provision hereof, Lessee agrees to join with Lessor, promptly on Lessor's request, in executing a memorandum confirming such termination. The provisions contained in this section (D) together with the obligation of Lessee to pay Lessor any rent or additional rent which has accrued during the Term but remains unpaid at expiration or termination hereof, whether billed or unbilled as of such date, shall expressly survive the expiration or termination of the Lease Term.

**6. RENTAL.**

Lessee hereby covenants and agrees to take and hold the Premises, as Lessee of Lessor, for the term hereinabove set forth, and Lessee covenants and agrees to pay to Lessor rental for the Premises as set forth below in this Section 3.

**A. Lease Year.** The phrase "Lease Year," as used herein, shall mean each successive period of twelve (12) full consecutive calendar months during the term hereof, beginning for the first such Lease Year on the first day of the calendar month following the Lease Commencement Date, unless the Lease Commencement Date is the first day of a calendar month, in which event the first Lease Year shall commence on the Lease Commencement Date, and with each Lease Year thereafter commencing on the anniversary of the first Lease Year. All rentals and other amounts payable by Lessee under this Lease shall be pro-rated and be paid on a per diem basis, for any period prior to the commencement of the first Lease Year or for any period of less than a full lease year at the expiration of the Lease Term of this Lease or of any holdover term.

**B. Base Rent.** During the Term of this Lease, Lessee covenants and agrees to pay to Lessor base annual rent ("Base Annual Rent") in equal monthly installments ("Base Monthly Rent"). The Base Annual Rent for the first two (2) Lease Years will be calculated upon the indicative base annual rent of Four Hundred Eighty-Four Thousand Eight Hundred dollars (\$484,800) ("Indicative Rent"). The Indicative Rent is based upon the predicted total cost to Lessor of 5 Million dollars (\$5,000,000) for acquiring and improving the Premises, including all hard and soft costs ("Predicted Total Project Cost").

**C. Annual Increase** Effective on the first day of the third Lease Year and on the first day of each Lease Year thereafter, the Base Annual Rent and the Base Monthly Rent shall be increased for each Lease Year by the amount of two percent (2.0%) of the Base Annual Rent and Base Monthly Rent for the preceding Lease Year.



- D. Payments Each monthly installment of Base Monthly Rent, in the applicable amounts as above described, shall be due and payable in advance without deduction, notice, setoff or demand on the first (1st) day of each calendar month during the term of this Lease provided that the first such installment shall be due and payable upon execution of this Lease. In the event of any partial calendar month during the Lease Term, such monthly installment shall be prorated based upon the number of days within the Lease Term in such month in relationship to 30. All sums payable by Lessee hereunder in addition to Base Monthly Rent are referred to herein as "Additional Rent" and shall be due and payable within fifteen (15) days after billing thereof to Lessee. Additional Rent and Base Monthly Rent are sometimes collectively referred to herein as "Rent." All Rent and other sums payable by Lessee under this Lease shall be paid by checks payable to the order of Lessor.
- E. Partial Payments. Regarding all rentals and other sums, and all covenants, agreements and obligations, to be paid or performed hereunder by Lessee, time is hereby agreed to be of the essence. No payment by Lessee or receipt or acceptance by Lessor or its agent of a lesser amount than the Rent herein stipulated shall be deemed to be other than on account of the earliest due Rent, nor shall any endorsement or statement on any check or any letter accompanying any check in payment of Rent be deemed an accord and satisfaction; and instead, Lessor may accept such check or payment without prejudice to Lessor's rights to recover the balance of such Rent and/or to pursue any other remedies.
7. SIGNS. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.
8. LESSOR'S REPAIRS. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use of more than five percent of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.
9. LESSEE'S REPAIRS. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.
10. OPERATING EXPENSES; REAL ESTATE TAXES AND ASSESSMENTS.
- A. Additional Rent - Operating Expenses. Lessee further covenants and agrees to pay to Lessor as Additional Rent during the Term and during any holdover term, the Operating Expenses and (if applicable) Real Estate Taxes as defined in Subsection 4B below, in accordance with the terms and provisions set forth below.
- (i.) "Operating Expenses" shall mean any and all expenses incurred by Lessor in connection with the management, operation, maintenance and repair of the Premises, including but not limited to: insurance; utilities; water and sewer charges; casualty and liability insurance; repairs and maintenance; management fees; snow removal; cleaning; repair and maintenance of grounds; service or management contracts; general overhead; administrative expenses; landscaping expenses; and the

cost of capital improvements made to the Premises which are (a) required under any governmental law or regulation that was not required of the Premises at the time this Lease is executed or (b) installed to improve the operating efficiency of any system within the Premises with the good faith intent to reduce Operating Expenses (the said items described in (a) and (b) being defined herein as Permitted Capital Improvements"), provided that such Capital Improvements shall be amortized over their useful lives as reasonably determined by Lessor.

- (ii.) During the Term Lessee will pay each month in advance, as Additional Rent, \$3,000 as Lessee's Estimated Operating Expenses. In the event that the actual Operating Expenses exceed \$3,000 monthly, Lessee shall reimburse Lessor for the remaining Operating Expenses pursuant to Subsection 4A(iv) below. In the event that the actual Operating Expenses are less than \$3,000 per month, Lessee shall subtract the difference from the next payment made to Lessor.
- (iii.) As soon as available on a semi-annual basis (each six (6) month period ending on the last day of the months which are six (6) and twelve months after the Lease Commencement Date during the Term), Lessor shall submit a reconciliation statement to Lessee setting forth (a) the amount of the Operating Expenses due from Lessee for the preceding six months of the Lease Year and (b) the amount of the Operating Expenses paid by Lessee during the past six months. Within ten Business Days following receipt of such semi-annual statement, Lessee shall submit in writing any questions and/or concerns Lessee has regarding the Operating Expenses. Lessor within ten days shall respond to Lessee, in writing, and may schedule a meeting with Lessee to settle any unresolved issues pertaining to the Operating Expenses. If Lessee has overpaid, Lessor, within thirty (30) days, shall credit the amount overpaid to Lessee's obligation next due. If Lessee is not in default and this Lease has been terminated at the end of such prior Lease Year, Lessor shall refund such overpayment to Lessee. If Lessee has underpaid for the Operating Expenses for any six-month period, Lessee shall reimburse Lessor for the underpayment within 30 days of notification of such underpayment.
- (iv.) The parties recognize that certain Operating Expenses such as gas, electricity, water, heat, air conditioning and repairs are essential to the operation of the school. With respect to other Operating Expenses, the frequency and degree of services is at Lessor's discretion. Moreover, there are other items that may qualify as Operating Expenses but may be considered non-essential by the Lessee. Therefore all discretionary and/or non-essential Operating Expenses and selection of discretionary service providers/vendors will be reviewed annually in consultation with the Lessee who must approve of these discretionary budget items and service providers, which approval may be withheld by Lessee in its sole discretion. No such costs shall be incurred without the prior written approval of Lessee.

#### **B. Real Estate Taxes.**

- (i) The Premises as used exclusively for public charter school purposes may be exempted from the payment of Real Estate Taxes as may be assessed or levied pursuant to state and/or local law. Lessor shall, promptly after execution of this Lease, file an application with the appropriate governmental authority to obtain such exemption and, in the event that Lessor shall fail to make such application in a timely manner Lessee shall only be liable for such Real Estate Taxes as would be owed under such valid partial or complete exemption as would have been granted if timely application had been made. Lessor shall, before filing the application, give Lessee a copy and the opportunity to review the application for completeness and content, provided that such review does not interfere with timely filing. Lessee agrees to promptly cooperate with Lessor in connection with the application and any hearings or other process seeking such exemption. In the event that the application for exemption is denied, in whole or in part,



Lessor shall use its best efforts to appeal from such denial. The costs of such appeal, including attorneys' fees, shall be shared equally by Lessor and Lessee. Notwithstanding the foregoing, in the event the Premises is not deemed fully exempt from the payment of Real Estate Taxes, Lessee covenants and agrees to pay Real Estate Taxes levied against the Premises in accordance with the terms and provisions set forth below.

(ii). For purposes of this Lease, "Real Estate Taxes" shall mean all taxes, rates and assessments, general and special and including also any increases in tax rate and/or in assessed valuation, which are now or at any time(s) hereafter levied, assessed or imposed with respect to the Premises, or measured by the gross rentals payable under this Lease; and including without limitation real estate taxes, all personal property taxes applicable to the Premises, and assessments of any and every kind and nature whatsoever, and all unincorporated and other business license and/or franchise taxes, and any levies which may at any time be imposed and/or collected by any governmental, quasi-governmental or corporate entity. Real Estate Taxes shall also include all of costs (including, without limitation, attorneys' fees) incurred by Lessor to sustain an existing exemption or assessment, reduce a proposed increase in assessment or (with the exception of the application referred to in Subsection 4B(i), above) in an attempt to obtain an exemption. If the system of real estate taxation shall be altered or varied and any new tax or levy shall be levied or imposed on the Premises and/or on any other elements thereof and/or on Lessor, in addition to or in substitution for real estate taxes and/or personal property taxes levied on immovables including without limitation taxes on rents, then in any such event any such new tax or levy shall be included as "Real Estate Taxes" for purposes of this Lease. If Real Estate Taxes are reduced by, or credited with, any abatement or exemption issued by a taxing authority to help finance or reimburse Landlord for costs incurred and actually paid by Landlord to comply with laws or otherwise, then Real Estate Taxes hereunder shall be computed without regard to such abatement or exemption. Lessee further agrees to pay all taxes imposed during the term of this Lease upon or against Lessee, or against Lessee's income or interest in this Lease, or against personal property of any kind owned or leased by Lessee or placed in, upon or about the Premises by the Lessee, including any penalty and interest assessed thereon in the event of late payment. In the event that the taxing authority includes or calculates in the over-all taxes to be paid by Landlord the value of improvements or betterments made or installed by the Lessee in the Premises, or machinery, equipment, fixtures or other assets of the Lessee, then Lessee also shall pay when due all taxes to the extent applicable to such items.

(iii.) Each year, Lessee shall pay to Landlord within thirty (30) days after demand in writing therefore, as Additional Rent, which shall not be deductible from other rental, the Real Estate Taxes.

#### 11. USE OF PREMISES.

- A. Lessee covenants and agrees to use the Premises only for the operation of a public charter school, including grades Kindergarten through 12, related administrative uses, and before and after school care ("Permitted Use"), and for no other purpose whatsoever. It is expressly recognized that adult activities shall not be conducted during normal school hours at the Premises other than customary parent-teacher conferences, and typical parent-teacher association or board meetings and other school-related parent participation activities. It is expressly recognized that operation of a school may include sports, dances, concerts, and other special events.
- B. Throughout the Term, Lessee shall maintain and renew its charter, and, as requested by Landlord from time to time, shall provide Landlord with written evidence, in form and content reasonably satisfactory to the Landlord, that the Lessee's charter to operate its public charter school remains in full force and effect and that the Lessee continues to be in compliance with all applicable laws and requirements of each authority relating to the ownership, funding and operation of charter schools generally and the Lessee's charter

school specifically. Lessee further covenants and agrees that it will perform and comply with all applicable laws, regulations, terms, conditions and agreements necessary to maintain the Lessee's charter school status, and the Lessee's continued eligibility to receive all public funding for which it, as a public charter school in good standing, is entitled. Lessee further covenants and agrees not to perform any act or enter into any agreement that (i) shall cause any revocation or adverse modification of or otherwise jeopardize the Lessee's charter to operate a public charter school; (ii) shall adversely affect the funding and operation of the Lessee as a charter school in accordance with all laws, regulations and requirements applicable thereto; (iii) would threaten or not permit the Lessee to continue to receive public funding; or (iv) would or could result in the curtailment of or ban on student enrollment and/or participation in the Lessee's school programs. In addition, Lessee shall not perform any act or enter into any agreement that shall cause the revocation, or any adverse

(iv). The parties recognize that certain Operating Expenses such as gas, electricity, water, heat, air conditioning and repairs are essential to the operation of the school. With respect to other Operating Expenses, the frequency and degree of services is at Lessor's discretion. Moreover, there are other items that may qualify as Operating Expenses but may be considered non-essential by the Lessee. Therefore all discretionary and/or non-essential Operating Expenses and selection of discretionary service providers/vendors will be reviewed annually in consultation with the Lessee who must approve of these discretionary budget items and service providers, which approval may be withheld by Lessee in its sole discretion. No such costs shall be incurred without the prior written approval of Lessee.

C. Lessee agrees to comply with the rules and regulations listed under Exhibit C, attached hereto and made a part hereof.

## **12. UTILITIES AND SERVICES AND ALTERATIONS.**

A. **Utilities and Services.** Lessor, at Lessee's sole cost and expense, shall furnish water, heat, air conditioning, gas, and electricity required for the use and occupancy of the Premises, and the normal and routine maintenance of the Premises, excluding janitorial services which shall be the sole responsibility of the Lessee. Lessor shall not be liable for any failure to furnish any services when such failure is caused by accidents, breakage, repairs, strikes, inclement weather, lock outs, other labor disputes or any other conditions beyond Lessor's reasonable control, including without limitation, any governmental energy conservation program, and Lessee shall not be entitled to any damages nor shall such failure relieve Lessee of the obligation to pay the full rent or constitute a constructive or other eviction of Lessee. In the event any governmental entity imposes mandatory or voluntary controls or guidelines on Lessor or the Building or any part thereof relating to the use or conservation of energy, water, gas, oil and electricity or in the event Lessor is required to make alterations to the Building in order to comply with mandatory or voluntary controls or guidelines, Lessor may, in its sole discretion, comply with such mandatory or voluntary controls or guidelines or make such alterations to the Building. Such compliance in the making of such alterations shall in no event entitle Lessee to any damages, release Lessee of the obligation to pay the full rent hereunder or constitute a constructive or other eviction of Tenant.

B. **Maintenance and Security By Lessee.** Lessee agrees at all times at its own expense to maintain the Premises in a safe, neat, clean and sanitary condition, and in compliance with all applicable governmental laws, codes, orders, rules, regulations and requirements and all insurance regulations. Lessee agrees that it shall be solely responsible to provide at its sole cost and expense all customary, daily janitorial/custodial services and security services, if Lessee desires any security in addition to the alarm, at the Premises, including any driveways or parking areas used for the drop-off and pick-up of students, during school days and during school hours, including before and after school when students and/or school personnel are present at the Premises.

### 13. ALTERATIONS, IMPROVEMENTS AND FIXTURES

- A. Lessee shall neither make nor allow any alterations, additions or improvements to the Premises or any part thereof that will or may affect the structure, the mechanical, electrical, plumbing or HV AC systems, without the prior written consent of Lessor which consent may be granted or withheld in Lessor's sole discretion, but which consent shall not be unreasonably withheld, delayed or conditioned. Lessee shall not make or allow any other kind of alterations, additions or improvements to the Premises or any part thereof without the prior written consent of Lessor, which consent shall not be unreasonably withheld. All of such alterations, additions or improvements, structural or otherwise, must conform to all requirements of any and all applicable laws, codes and regulations, including any municipal laws or local ordinances. Notwithstanding anything in this Section 7 to the contrary, Lessee may make decorative, nonstructural alterations typically installed in other schools which in the aggregate during the Term do not exceed Ten Thousand Dollars (\$10,000.00) without obtaining Lessor's prior written consent but with prior advance notice to Lessor.
- B. If Lessor gives consent as specified in Subsection 14 A above, Lessor may impose as a condition to such consent such requirements as Lessor in its reasonable discretion may deem necessary or desirable, including without limitation, the right to approve the plans and specifications for any work and the right to impose requirements as to the manner in which or the time or times at which work may be performed. Lessor shall also have the right to approve the contractor or contractors who shall perform any alterations, repairs, additions or improvements in, to or about the Premises and to post notices of non-responsibility and similar notices, as appropriate.
- C. Each party shall keep the Premises and the Property free from any liens arising out of any work performed on, or materials furnished to, the Premises, or arising from any other obligation incurred by the party. In no event shall one party be deemed to be the agent of the other party and no contractor of either party shall by virtue of its contract be entitled to assert any mechanic's lien against the Building or land appurtenant thereto. If any mechanic's or materialmen's lien is filed against the Premises or the Property, for work claimed to have been done for or materials claimed to have been furnished to either party, such lien shall be discharged by the party against whom it was filed within twenty (20) days thereafter, at the party's sole cost and expense, by the payment thereof or by filing any bond required by law. If the party shall fail to discharge any such mechanic's or materialman's lien, the party shall automatically be in default and the other party may, at its option, discharge or adjust the next installment of rent as appropriate; it being expressly covenanted and agreed that such discharge by one party shall not be deemed to waive or release the default of the other party in not discharging the same. Each party shall indemnify and hold harmless the other party, the Property and the Premises, from all expenses, liens, claims, actions or damages to person or property in connection with any such lien or the performance of such work or the furnishing of such materials. Each party shall be obligated to, and each party reserves the right to, post and maintain on the Premises at any time such notices as shall in the reasonable judgment of the party be necessary to protect the party against liability for all such liens or actions.
- D. Any alterations, additions or improvements of any kind to the Premises or any part thereof, except Lessee's furniture and moveable trade fixtures, shall at once become part of the realty and belong to Lessor and shall be surrendered with the Premises, as a part thereof, at the end of the Term; provided, however, that Lessor may, by written notice to Lessee prior to issuance of Lessor's original consent to any alteration, addition, fixture or other improvement, require Lessee to remove any alterations, additions,



fixtures or other improvements made by Lessee, and to repair any damage to the Premises caused by such removal, all at Lessee's sole expense.

E. Any article of personal property including business and trade fixtures not attached to, or built into, the Premises, which were installed by Lessee at its sole expense, shall be and remain the property of the Lessee and may be removed by Lessee at any time during the Term as long as Lessee is not in default hereunder and provided that Lessee repairs any damage to the Premises caused by such removal.

**14. INSURANCE AND INDEMNITY.**

A. No Liability Lessor shall not be liable to Lessee, its students, employees, agents, contractors, business invitees, licensees, customers, clients, family members or guests, and Lessee, on its own behalf and on behalf of the classes of people identified in this sentence, hereby waives all claims against Lessor for any entry into the Premises, or for any damage, compensation or claim to or by any person or property in or about the Premises or the approaches, entrances, streets, sidewalks or corridors thereto, by or from any cause whatsoever, including without limitation, damage caused by any defect in the Building or Premises, or by water leakage of any character from the roof, walls, basement or other portion of the Building or Premises, or caused by gas, fire, oil, electricity or any cause whatsoever in, on, or about the Building or Premises or any part thereof, unless any of the foregoing is caused by the negligence of Lessor. Lessee shall immediately notify Lessor of any defective condition in or about the Premises. Lessor shall not be liable, and Lessee hereby waives all claims, for damages that may be caused by Lessor in reentering and taking possession of the Premises as herein provided.

B. Lessee's Indemnity. Lessee agrees to indemnify, defend with counsel acceptable to Lessor, and hold Lessor harmless from and against any and all cost, damage, claim, liability or expense (including reasonable attorney's fees) incurred by or claimed against Lessor, for any injury or damage to any person or property whatsoever, occurring in, on or about the Premises or any part thereof, or occurring in, on or about the Building or any facilities thereof (including, without limitation, lobbies, elevators, stairways, passageways or hallways), when such entry or damage shall be caused in part or in whole by the neglect, fault, act or omission of any duty with respect to the same by Lessee, its students, employees, agents, contractors, business invitees, licensees, customers, clients, family members and guests. Any cost, damage, claim, liability or expense incurred by Landlord for which Tenant is obligated to reimburse Landlord hereunder shall be deemed Additional Rent.

C. Tenant Insurance. Tenant shall maintain in effect at all times during the Term, the following insurance coverage:

- (i). Liability Insurance Commercial general liability insurance insuring Tenant against liability for bodily injury, property damage (including loss of use of property) and personal injury at the Premises. Such insurance shall name Landlord, and Landlord's agent and lender(s) as additional insured. The initial amount of such insurance shall be \$1,000,000.00 per occurrence, \$2,000,000.00 in the aggregate plus an additional \$3,000,000.00 umbrella coverage, and shall be subject to reasonable periodic increases agreed to by Landlord and Tenant. The liability insurance obtained by Tenant under this Subsection 15C shall (i) be primary and (ii) insure Tenant's obligations to Landlord under this Section 15 under a standard contractual liability endorsement. The amount and coverage of such insurance shall not limit Tenant's liability nor relieve Tenant of any other obligation under this Lease.
- (ii) Workers' Compensation Insurance Workers' Compensation Insurance (including Employers' Liability Insurance) in the statutory amount covering all employees of Tenant employed or providing services at the Premises, providing such benefits as are required by the State.
- (iii) Automobile Liability Insurance Liability insurance, including but not limited to passenger liability on all owned, and hired vehicles used in connection with the Premises, with a combined single limit per

occurrence of not less than \$1,000,000 per vehicle for injuries or death of one or more persons or loss or damage to property.

(iv.) Personal Property Insurance Personal Property Insurance covering Tenant's leasehold improvements, Tenant's personal property and trade fixtures from time to time in, on, or at the Premises, in an amount not less than 100% of the full replacement cost, without deduction for depreciation, providing protection against events protected under "All Risk Coverage," as well as against sprinkler damage, vandalism, and malicious mischief. Any proceeds from the Personal Property Insurance shall be used for the repair or replacement of the property damaged or destroyed, unless this Lease is terminated under an applicable provision herein.

**D. General Insurance Provisions.**

(i) Any insurance that Tenant shall be required to maintain under this Lease shall include a provision which requires the insurance carrier to give Landlord not less than thirty (30) days written notice prior to any cancellation or modification of such coverage.

(ii) Prior to the earlier of Tenant's entry into the Premises or the Lease Commencement Date, Tenant shall deliver to Landlord an insurance company certificate that Tenant has obtained the insurance coverages required herein and not less than thirty (30) days prior to the expiration or termination of any insurance, Lessee shall deliver to Lessor renewal certificates therefore. Lessee shall provide Lessor with copies of the policies promptly upon request from time to time. If Lessee shall fail to deliver any certificates or renewal certificate to Lessor required under this Lease within the prescribed time period or if any such policy shall be canceled or modified in a manner materially adverse to Lessor during the Term without Lessor's written consent, Lessor may, after ten (10) days written notice to Lessee and Lessee's failure to cure the same, obtain such insurance, in which case Lessee shall reimburse Lessor, as Additional Rent, for the cost of procuring such insurance within ten (10) days after receipt of a statement of the cost of such insurance.

(iii) Lessee shall maintain all insurance required under this Lease with a company or companies having a General Policy Rating of A-X or better, set forth in the most current issue of the Best Key Rating Guide. Lessor and Lessee, on behalf of themselves and their insurers, each hereby waive any and all rights of recovery against the other, or against the members, officers, partners, employees, agents or representatives of the other, for loss of or damage to its property or the property of others under its control, if such loss or damage shall be covered by any insurance policy in force (whether or not described in this Lease) at the time of such loss or damage. All property insurance carried by either party shall contain a waiver of subrogation against the other party to the extent such right shall have been waived by the insured prior to the occurrence of loss or injury.

**E. Lessor Insurance.** During the Term, Lessor shall insure the Building (excluding, however, any property that Lessee is obligated to insure under Section 8(C)(iv) above) against damage with All-Risk insurance and comprehensive general liability insurance, all in such amounts and with such deductibles as Lessor reasonably considers appropriate or as required by any mortgagee of Lessor. Lessor may, but shall not be obligated to, obtain and carry any other form or forms of insurance as it or Lessor's mortgagees may reasonably determine advisable including, without limitation, rent loss insurance and insurance against hazardous materials. All premiums for the insurance policies provided in this Section 15 shall be deemed an Operating Expense of the Property and shall be paid by Lessee in accordance with the provisions of Section 4 above. Notwithstanding any contribution by Lessee to the cost of insurance premiums, as provided herein, Lessee acknowledges that it has no right to receive any proceeds from any insurance policies carried by Lessor.

F. Lessor's Indemnity. Lessor agrees to indemnify, defend with counsel acceptable to Lessee, and hold Lessee harmless from and against any and all cost, damage, claim, liability or expense (including reasonable attorney's fees) incurred by or claimed against Lessee, for any injury or damage to any person or property whatsoever, occurring in, on or about the Premises or any part thereof, or occurring in, on or about the Building, or any facilities thereof (including, without limitation, lobbies, elevators, stairways, passageways or hallways), when such injury or damage shall be caused in part or in whole by the neglect, fault, act or omission of any duty with respect to the same by Lessor, its employees, agents, contractors, business invitees, licensees, customers, clients, family members and guests. Any cost, damage, claim, liability or expense incurred by Lessee for which Lessor is obligated to reimburse Lessee hereunder shall be deemed as a reduction of Rent.

15. PAYMENT OF RENT AND NOTICES.

The rent payable hereunder shall be paid to Lessor at P.O. Box 164119, Little Rock, AR 72216. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at P.O. Box 164224, Little Rock, AR 72216. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

16. ASSIGNMENT.

Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

17. LESSEE'S DEFAULT.

If Lessee shall be in default as to the payment of rent for a period of thirty (30) days, or as to any other covenant herein provided for more than thirty (30) days after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within thirty (30) days after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

18. NON-WAIVER.

It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

19. HOLDOVER.

Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental



for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

**20. CASUALTY.**

If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

**21. CONDEMNATION.**

In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasi-public purpose, then the term of this lease shall cease and terminate as of the date of taking. In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken. All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

**22. COMMON AREAS.**

Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other Lessees of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other Lessees of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

**23. COMPLIANCE WITH LAWS.**

Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

**24. TRASH.**

All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee approved by the Public Works Department.

**22. TITLE AND QUIET ENJOYMENT.**

Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

**25. SUCCESSION.**

This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

**26. WASTE.**

Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

**27. ASSETS.**

Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

**28. STATE IMMUNITY.**

Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

**29. USE OF STATE FUNDS.**

Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 7 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 7 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

**30. STATE APPROVAL.**

Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

**31. HEALTH, SAFETY, FACILITY AND ZONING CODES.**

The Lessor and Lessee agree that the above described lease facility and the location of the facility will comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility shall meet all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

**32. SEVERABILITY.**

Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

**33. INTERPRETATION.**

This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

**34. ENTIRE AGREEMENT.**

This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

**35. NOTICE.**

All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

Mitchell Elementary, LLC  
1704 W. 19<sup>th</sup> Street  
Little Rock, AR 72202

Friends Academy of Health and Environmental  
Sciences  
P.O. Box 164224  
Little Rock, AR 72216

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this 26th day of August, 2009.

|                                        |                           |
|----------------------------------------|---------------------------|
| <u>[Signature]</u><br>Lessor           | <u>President</u><br>Title |
| <u>[Signature]</u><br>[Wife of Lessor] |                           |
| <u>[Signature]</u><br>Lessee           | <u>President</u><br>Title |

[ACKNOWLEDGMENT]

---

THIS AGREEMENT made between Mitchell Elementary, LLC (the Lessor) and Friends Academy of Health and Environmental Sciences (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the following described premises in the City of Little Rock County of Pulaski State of Arkansas:

Three (3) buildings located at 2410 Battery in Little Rock, Arkansas containing approximately 48,815 +/- rentable square feet as described in Exhibit A.

Application Cycle 2010

# ADE Evaluation

Friends Academy of the Health and Environmental Sciences





# ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James  
Commissioner

**State Board  
of Education**

Randy Lawson  
Bentonville  
Chair

Dr. Naccaman Williams  
Springdale  
Vice Chair

Sherry Burrow  
Jonesboro

Jim Cooper  
Melbourne

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Diane Tatum  
Pine Bluff

September 28, 2009

George T. Blevins, Jr., Ph.D  
Friends of the Environment, Inc.  
1704 W 19<sup>th</sup> St  
Little Rock, AR 72202

Dear Applicant:

Recently you received a letter dated September 25, 2009, from the Arkansas Department of Education, Charter School Office, that was sent with your completed review of your Charter application. The letter stated written responses should be returned "**no later than 4:00 p.m., Friday, October 28, 2009**". That date is incorrect.


The correct date for written responses is **no later than 4:00 p.m., Friday, October 23, 2009**. Responses received later than 4:00 p.m. on Friday, October 23, 2009, will not be accepted. Please allow for adequate mailing time and delivery.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Responses should be sent to the following address:

Mary Ann D. Brown, Ed.D  
Charter School Office  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

We are sorry for any inconvenience this may have caused your office. Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

  
Mary Ann D. Brown, Ed.D.  
Charter School Program Director

MAB/jf

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org





# ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James  
Commissioner

September 25, 2009

State Board  
of Education

Randy Lawson  
Bentonville  
Chair

Dr. Naccaman Williams  
Springdale  
Vice Chair

Sherry Burrow  
Jonesboro

Jim Cooper  
Melbourne

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Diane Tatum  
Pine Bluff

George T. Blevins, Jr., Ph.D  
Friends of the Environment, Inc.  
1704 W 19<sup>th</sup> St  
Little Rock, AR 72202

Dear Applicant:

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per 9.01 of the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

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 4:00 p.m., Friday October 28, 2009.**

Responses should be sent to the following address:

Dr. Mary Ann D. Brown  
Charter School Office  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

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

Thank you,

Mary Ann D. Brown, Ed.D  
Charter School Program Director

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

Enclosure: Public Charter School Application Evaluation Report

**2009-2010**  
**Public Charter School**  
**Application Evaluation Report**

Friends Academy of  
Health and Environmental Sciences

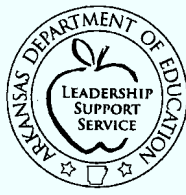


Provided by:  
Arkansas Department of Education  
Charter School Office

# Application Evaluation Report

## Friends Academy of Health and Environmental Sciences

|                                                                           |    |
|---------------------------------------------------------------------------|----|
| Charter School Application Evaluation Instrument.....                     | 1  |
| Eligible entity Status.....                                               | 2  |
| Pre-Application Materials.....                                            | 2  |
| Standards 1 and 2: Public Hearing Results.....                            | 3  |
| Standard 3: Governing Structure.....                                      | 3  |
| Standard 4: Mission Statement.....                                        | 4  |
| Standard 5: Educational Need.....                                         | 4  |
| Standard 6: Educational Program.....                                      | 5  |
| Standard 7: Academic Achievement Goals.....                               | 5  |
| Standard 8: Curriculum Development and Alignment.....                     | 6  |
| Standard 9: Geographical Service Area.....                                | 6  |
| Standard 10: Annual Progress Reports.....                                 | 7  |
| Standard 11: Enrollment Criteria and Procedures.....                      | 7  |
| Standard 12: Staffing Plan.....                                           | 8  |
| Standard 13: Business and Budgeting Plan.....                             | 9  |
| Standard 14: Financial and Programmatic Audit Plan.....                   | 10 |
| Standard 15: Arkansas Public School Computer Networking Assurances.....   | 10 |
| Standard 16: Facilities.....                                              | 11 |
| Standard 17: Student Services.....                                        | 12 |
| Standard 18: Student Services (Food).....                                 | 12 |
| Standard 19: Parental Involvement.....                                    | 13 |
| Standard 20: Waivers.....                                                 | 14 |
| Standard 21: Desegregation Assurances.....                                | 15 |
| Attachment 1: Charter School Operations and Maintenance Compliance Report |    |



# ARKANSAS DEPARTMENT OF EDUCATION

## Arkansas Department of Education

### Charter School Application Evaluation Instrument

*The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.*

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

**Meets the Standard:**

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard:**

The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

**Does Not Meet the Standard:**

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

# Arkansas Department of Education

## Open-Enrollment Public Charter School Application Evaluation

### EVALUATION RUBRIC

Name of Proposed School: Friends Academy of Health & Environmental Sciences

Eligible entity status:

- ☐ Public institution of higher education  
☐ Private nonsectarian institution of higher education  
☐ Governmental entity  
☒ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application for Non-Sectarian Organization Exempt from Taxes  
**Pending** - Please see attached Application for Recognition of Exemption under  
Section 501 (c)(3) of the Internal Revenue Code and Certified Mail Receipt dated of  
August 29, 2009 (pages 74-77).

**Legal Review:** Pursuant to Ark. Code Ann. § 6-23-303 (b), the sponsor must  
establish its status as a tax-exempt organization under § 501 (c)(3) of the Internal  
Revenue Code of 1986 prior to the first day of its operation with students.

### Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent,  
outlining a general description of the proposed charter school.

#### Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                           | Reference |
|-----------------------------------------------------|-----------|
| Letter of Intent was submitted within the deadline. |           |
| Concerns and Additional Questions                   | Reference |
|                                                     |           |

## Part 2: REQUIRED INFORMATION

### ***STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS***

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                | Reference      |
|------------------------------------------|----------------|
| Application meets the standard criteria. | Pages 6, 54-62 |
| Concerns and Additional Questions        | Reference      |
|                                          |                |

### ***STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE***

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                | Reference |
|------------------------------------------|-----------|
| Application meets the standard criteria. | Pages 7-8 |
| Concerns and Additional Questions        | Reference |
|                                          |           |



## ***STANDARD 4 OF APPLICATION: MISSION STATEMENT***

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                             | Reference |
|---------------------------------------|-----------|
| Mission is meaningful and manageable. | Page 8    |
| Concerns and Additional Questions     | Reference |
| How will mission be measured?         | Page 8    |

## ***STANDARD 5 OF APPLICATION: EDUCATIONAL NEED***

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                        | Reference  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|                                                                                                                                                  |            |
| Concerns and Additional Questions                                                                                                                | Reference  |
| Application does not provide a specific rationale for how the charter school will enhance or expand the educational options currently available. | Pages 8-15 |

## ***STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM***

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                       | Reference          |
|-------------------------------------------------------------------------------------------------|--------------------|
| Application meets standard criteria.                                                            | Pages 15-31, 66-67 |
| Concerns and Additional Questions                                                               | Reference          |
| Please be aware that Arkansas state law allows for a maximum of fifty (50) days grading period. | Page 66            |

## ***STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS***

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

### **Evaluation Criteria:**

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                                                                                             | Reference   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Application provides specific, measurable, and data driven goals on improving student achievement in reading, reading comprehension, mathematics, mathematics reasoning, science, and social studies. | Pages 31-34 |
| Concerns and Additional Questions                                                                                                                                                                     | Reference   |
|                                                                                                                                                                                                       |             |

## ***STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT***

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

### **Evaluation Criteria:**

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                               | Reference |
|---------------------------------------------------------------------------------------------------------|-----------|
| Application outlines their approach as to how their curriculum and alignment program will be developed. | Page 35   |
| Concerns and Additional Questions                                                                       | Reference |
|                                                                                                         |           |

## ***STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA***

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

### **Evaluation Criteria:**

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                     | Reference |
|-----------------------------------------------------------------------------------------------|-----------|
|                                                                                               |           |
| Concerns and Additional Questions                                                             | Reference |
| Application lacks data on the expected numbers of students to transfer to the charter school. | Page 35   |

## ***STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS***

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

| Does Not Meet the Standard                                                                                                                                                                                                                                                                                        | Partially Meets the Standard        | Meets the Standard       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Strengths</b>                                                                                                                                                                                                                                                                                                  |                                     | <b>Reference</b>         |
|                                                                                                                                                                                                                                                                                                                   |                                     |                          |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                          |                                     | <b>Reference</b>         |
| Application lacks a clear and conceptually sound plan for documenting and reporting student performance data, as well as, a plan for dissemination of the annual report to appropriate stakeholders. Applicant must clarify the intention to publish the annual report on its school website and local newspaper. |                                     | Page 35                  |

## ***STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES***

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

| Does Not Meet the Standard                                                                                                                                                                                                                                                      | Partially Meets the Standard        | Meets the Standard       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Strengths</b>                                                                                                                                                                                                                                                                |                                     | <b>Reference</b>         |
|                                                                                                                                                                                                                                                                                 |                                     |                          |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                        |                                     | <b>Reference</b>         |
| Application lacks a process for a random, anonymous lottery. Application provides contradictory information regarding student eligibility and open access to all.                                                                                                               |                                     | Page 35-36               |
| <b>Legal Review</b>                                                                                                                                                                                                                                                             |                                     |                          |
| "Preferential enrollment will be offered to staff and faculty as well as to siblings of students already enrolled in the academy." Arkansas law does not provide for an enrollment reference for the children of faculty and staff of an open-enrollment public charter school. |                                     |                          |

## ***STANDARD 12 OF APPLICATION: STAFFING PLAN***

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b> |
|-----------------------------------|-------------------------------------|---------------------------|
| <input type="checkbox"/>          | <input checked="" type="checkbox"/> | <input type="checkbox"/>  |

| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Reference</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                        |                  |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>Reference</b> |
| Application lacks job description for the operations director, and board members, as well as, an outline of the professional qualifications required for all positions. Application also lacks a staffing plan that clearly outlines both the types and numbers of positions. On standard 17 a position of nurse is mentioned. However, job description and qualifications for a nurse is not listed in this standard. | Page 36-37, 73   |

## **STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN**

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

### **Evaluation Criteria:**

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

| <b>Does Not Meet the Standard</b>   | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b> |
|-------------------------------------|-------------------------------------|---------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>  |

| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Reference</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| The budget will be approved by the Board prior to implementation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Pages 37-39, 73  |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Reference</b> |
| The application does not include any type of procurement plan. It is not clear that the applicant has a full understanding of the requirements of and the comprehensive nature of APSCN. The applicant discussed hiring a CPA firm for oversight, auditing, and reporting, among other duties. The applicant also describes hiring a payroll firm. In the same section, the applicant indicates that the business office personnel would be responsible for payroll. All financial transactions, including accounts payable and payroll, must be handled through the statewide comprehensive system, APSCN. The budget indicates that funding is based on student attendance. The applicant lacks a clear understanding of State Foundation Funding which is based on membership rather than attendance. The applicant did not budget revenue generated from Professional Development Funding or NSLA Funding. The budget includes revenue from several grant sources that are not guaranteed funds. | Pages 38, 69     |



## ***STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN***

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

| Does Not Meet the Standard          | Partially Meets the Standard | Meets the Standard       |
|-------------------------------------|------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                                                                                                                              | Reference |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                                                                                                                                                                                        |           |
| Concerns and Additional Questions                                                                                                                                                                                                                                                                      | Reference |
| The applicant may not have a clear understanding of the statutory requirements for annual school audits. The narrative states that an independent certified public accountant will be hired to "review all financial expenditures and deliver a report related to the same" to the Board of Directors. | Page 39   |

## ***STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES***

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

### **Evaluation Criteria:**

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                    | Reference |
|------------------------------------------------------------------------------------------------------------------------------|-----------|
| The application assures that the school will participate in the Arkansas Public School Computer Network (APSCN) as required. | Page 39   |
| Concerns and Additional Questions                                                                                            | Reference |
|                                                                                                                              |           |

## **STANDARD 16 OF APPLICATION: FACILITIES**

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

### **Evaluation Criteria:**

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
  - members of the local board of the public school district where the charter school will be located;
  - the employees of the public school district where the charter school will be located;
  - the sponsor of the charter school; and
  - employees, directors and/or administrators of the charter school.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reference                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Application meets the standard criteria.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Pages 39-40, 68, 124, and Lease Agreement |
| Concerns and Additional Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reference                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                           |
| Legal Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                           |
| 1. Any facilities used by the Applicant 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. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed facilities as well as compliance with health, safety, building and zoning laws. |                                           |
| 2. A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the Application is taken.                                                                                                                                                                                                                                                                                                                                                                                           |                                           |
| Charter School Site Visit Report Provided by the Division of Public School Academic Facilities and Transportation – Please refer to Attachment 1.                                                                                                                                                                                                                                                                                                                                                                                               |                                           |

## ***STANDARD 17 OF APPLICATION: STUDENT SERVICES***

The Student Services section should describe how the school will address services for its student body.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                                                                                                                                                                | Reference          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|                                                                                                                                                                                                                                                                                                                                          |                    |
| Concerns and Additional Questions                                                                                                                                                                                                                                                                                                        | Reference          |
| Media Center - Please clarify as to the partnership that has been established with local libraries, museums, Arkansas Public School Resource Center Service Consortium, and any other applicable institutions.<br>Alternative Education - Application does not provide any provisions for bilingual or have limited English proficiency. | Pages 40-42, 80-86 |

## ***STANDARD 18 OF APPLICATION: STUDENT SERVICES***

This section should describe how the school will address food services for its student body.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

| Does Not Meet the Standard          | Partially Meets the Standard | Meets the Standard       |
|-------------------------------------|------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                                               | Reference   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                                                                                                                                         |             |
| Concerns and Additional Questions                                                                                                                                                                                       | Reference   |
| Application should provide a more detailed plan that addresses food services for all children. In seeking to contract with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance. | Pages 42-43 |

## ***STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT***

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                                                     | <b>Reference</b> |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Application meets standard criteria.                                                                                                 | Pages 43-44      |
| <b>Concerns and Additional Questions</b>                                                                                             | <b>Reference</b> |
| Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements. |                  |

## STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

### Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reference   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |
| Concerns and Additional Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reference   |
| Application provides a limited explanation of waivers requested. However, it lacks a description of how the school will address all waivers requested.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Pages 44-46 |
| Legal Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             |
| <p>a.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-902, Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools, the Department's Rules Governing Highly Qualified Teachers, and the Department's Rules Governing Teacher Licensure:</p> <ul style="list-style-type: none"><li>• 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>.</li><li>• The ADE Rules 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.</li><li>• All teachers and school personnel must submit to the criminal background and central registry checks.</li></ul> <p>b.) ADE Rules Regarding Nutrition and Physical Activity Standards (Standards): The Board may also grant a waiver to those portions of the Standards involving Ark. Code Ann. § 6-16-132, but may not grant a waiver to those portions of the Standards involving Ark. Code Ann. §§ 20-7-133 – 20-7-135 (as those statutes do not fall under Title 6 of the Education Code, and the Board is without power to grant waivers involving laws or Rules not in Title 6 of the Education Code. <u>See</u> Ark. Code Ann. § 6-23-302.</p> <p>c.) Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"): Under Ark. Code Ann. § 6-17-919, the only requirements which would be waived is the ability to pay a teacher's salary only upon the filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher.</p> <p>d.) Ark. Code Ann. § 6-17-920 ("Examination of teacher's contracts"): This section is not capable of being waived by the Board, as the duties imposed by this Code Section are upon the county clerk, and not upon Friends Academy.</p> |             |

## ***STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES***

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### **Evaluation Criteria:**

A response that meets the standard will present:

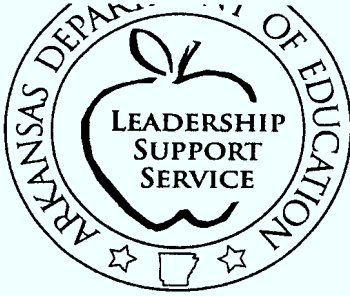
- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                               | Reference |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Application meets the standard criteria.                                                                                                | Page 46   |
| Concerns and Additional Questions                                                                                                       | Reference |
| For complete information, please see forthcoming Desegregation Memos from the Arkansas Department of Education -General Counsel Office. |           |

### ***ADDITIONAL COMMENTS:***





# ARKANSAS DEPARTMENT OF EDUCATION

## CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # \_\_\_\_\_ School Friends Academy of Health and Environmental Sciences Date 9/9/2009

Address 2410 South Battery Little Rock, AR Phone \_\_\_\_\_

Director Dr. George Blevins E-Mail \_\_\_\_\_

School Contact (Name/Position) \_\_\_\_\_ Phone \_\_\_\_\_

Facility is: \_\_\_\_\_ Proposed ☒ Existing \_\_\_\_\_ New Construction

### Required Inspections and Staff Training

1. Maintenance Procedures Manual \_\_\_\_\_
2. Training Manual \_\_\_\_\_
3. Fire Extinguishers Serviced Annually \_\_\_\_\_
4. Fire Extinguishers Inspected Monthly \_\_\_\_\_
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall \_\_\_\_\_
6. Fire Alarm System tested/inspected annually \_\_\_\_\_
7. Fire Drills Performed Monthly \_\_\_\_\_
8. Natural Gas Distribution System Inspected Annually \_\_\_\_\_
9. RPZ Valves Inspected Annually \_\_\_\_\_
10. Asbestos Surveillance up to Date \_\_\_\_\_
11. MSDS Sheets up to Date and Accessible \_\_\_\_\_
12. Hot Water Boiler/Heater \_\_\_\_\_

### Action Items (Follow-Up Required)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Friends Academy Report

Attachment 1

3. Facility Built Date (including additions): 1908 4. Walk-thru of facility conducted: YES

4. Walk-thru of facility conducted: YES

5. Items Checked:

X HVAC System

X      Roofs

    X     Exit Lights

Plumbing/ ADA Compliance

## Hot Water Boilers & Heaters

### Electrical System

X Doors/Windows

X Interior / Exterior Lighting

    X     Emergency Lighting

    X     Floor Coverings

## Grounds Maintenance

    X     Fire Extinguishers

## Kitchen Equipment

    X     Fire Alarm

                     Playground Equip.

## Stairwells

## Fire Sprinkler Systems

### Athletic Field Maintenance

## Elevators & Wheelchair Lifts

## Kitchen Hood Vent Suppression System

|   |                              |
|---|------------------------------|
| X | Interior / Exterior Finishes |
|---|------------------------------|

**X Masonry & Concrete Building Exteriors**

                     Sidewalks, Driveways, Parking Areas, & Pave

**Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas**

|   |              |                 |
|---|--------------|-----------------|
| X | Food Service | (To be catered) |
|---|--------------|-----------------|

6. Building Comments: The building appears to be structurally sound. The roof leaks as evidenced by the standing water in the rooms. The building will require extensive renovation to be brought up to code and acceptable standards.

7. Custodial (include equipment and storage):

### Storage Closets

## Restrooms

Hallways/Classrooms/Offices

### Gymnasiums/Locker Rooms

---

---

---

Summary of the General Condition of the Facility: Very old and in disrepair. Needs extensive work.

---

---

---

Action Items (Follow-up required):

1. Must be permitted and inspected by the City of Little Rock.
2. A Certificate of Occupancy from the city must be received prior to opening.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative: \_\_\_\_\_ Position: \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Application Cycle 2010

# Response to Evaluation

Friends Academy of the Health and Environmental Sciences

***Friends Of The Environment, Inc.***

P. O. Box 164224, Little Rock, AR 72216 Phone (501) 920-3586 Fax (501) 374-8183 email: friendsacademy@ymail.com

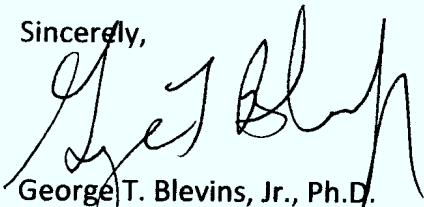
October 19, 2009

Dr. Mary Ann Brown  
Charter School Liaison  
Arkansas Department of Education  
#4 Capitol Mall Room 404A  
Little Rock, AR 72201

Dear Dr. Brown,

Enclosed you will find responses to the ADE Evaluation of Friends Academy of Health and Environmental Sciences Charter School application. It is our hope that we have adequately addressed the items of concern.

Sincerely,



George T. Blevins, Jr., Ph.D.  
Friends of the Environment, Inc.

**RECEIVED**  
OCT 21 2009

**CHARTER SCHOOL OFFICE**

# RESPONSE TO ADE EVALUATION OF FRIENDS ACADEMY OF HEALTH AND ENVIRONMENTAL SCIENCES CHARTER APPLICATION

## STANDARD 4: MISSION STATEMENT

### Partially Meets the Standard

**Arkansas Department of Education Comments & Questions:** How will mission be measured (page 8)

### Friends Response:

The mission will be measured via (1) student achievement results based on the Arkansas Benchmark Assessments examination, and various assessments including intermittent assessment, (2) specific student achievement and development in science, technology, engineering, and mathematics content knowledge and experiences, and (3) teacher, parent, and student satisfaction surveys.

Friends Academy of Health and Environmental Sciences will, with the help of all stakeholders and partners, aid students in becoming academically capable and competent citizens who will contribute to improving the health and environmental needs of their communities. Academic growth will be measured by data obtained through various assessments. After administering summative assessments Adequate Yearly Progress will be met using the guidelines established by the Arkansas Department of Education.

## STANDARD 5: EDUCATIONAL NEED

### Partially Meets the Standard

**Arkansas Department of Education Comments & Questions:** Application does not provide a specific rationale for how the charter school will enhance or expand the educational options currently available. (pages 8-15)

### Friends Response:

Friends' proposed curriculum will be more expansive than current curricular offerings for middle school students in Little Rock. An indication that even the Little Rock administrators and representatives recognize the expansiveness of the Friends' curriculum is the following: During the September 24, 2009 LRSD Board meeting, Mr. Dennis Glasgow, Interim Associate Superintendent, referring to the academic offerings of Friends Academy, stated that "**Of course, you know, there are some things that maybe they put together in a different way.** But I don't think there's anything in either proposal that's totally unique." (bold is added for emphasis). He goes on to refer to offerings at Parkview Magnet High School and Henderson Health Sciences Magnet Middle School.

First, the students targeted by Friends Academy have little to no likelihood of being allowed to attend Parkview, as a large proportion of them live outside of Parkview's attendance zone. Additionally, Parkview draws a large portion of its students from outside of the Little Rock School District. This is also the case with Henderson Health Sciences Magnet Middle School. Moreover, Henderson is in year 6 of School Improvement, which does not make it a viable



choice and raises questions about the effectiveness of the implementation of its magnet focus. Second, what Mr. Glasgow stated is certainly true. Friends Academy does put a number of things together in a different way, which underpins the uniqueness of Friends Academy's charter proposal. These include:

1. Scientists and environmentalists who are willing to provide teacher and staff professional development, in addition to **teaching** some classes on specific topics.
2. Medical doctors, scientists, environmentalists, engineers, mathematicians, technicians, green building professionals and their students will interact with Friends Academy students and faculty in a number of ways.
  - a. Serving on the Friends Academy Advisory Board,
  - b. Interactions through email, blogs and other technology,
  - c. Guest speakers in classroom settings,
  - d. Mentoring students and teachers in the field, and in clinical and laboratory settings,
  - e. Science fair projects,
  - f. Field trips,
  - g. Grant-writing to provide academic enhancements.
- c) It is the intent of Friends Academy to be housed in a Leadership in Energy and Environmental Design (LEED) Certified school building which has been shown to have a positive influence on student achievement.
- d) The academic focus of Friends Academy will expose students to the myriad connections between health and the environment that the targeted students might otherwise never be exposed to in an academic setting. There is no such program in the three Pulaski County School Districts.
- e) Extended school day,
- f) Extended school year,
- g) Year round school.

All provided in one middle school, Friends Academy of Health and Environmental Sciences, rather than spread across a number of middle and high schools. This is an educational experience that has heretofore been unavailable to children from low-income families. Friends' developers believe that this approach will demonstrate a very positive impact on student achievement and ultimately their quality of life.

#### **STANDARD 6: EDUCATIONAL PROGRAM**

**Application meets standard criteria.** (pages 15-31, 66-67)

**Arkansas Department of Education Comments & Questions:** *Please be aware that Arkansas state law allows for a maximum of fifty (50) days grading period. (page 66)*

#### **Friends Response:**

Friends will comply with EVERY Arkansas state law or Department of Education policy and will adjust its school calendar to reflect Arkansas law that ensures that no more than 50 days elapse between grading periods.

## **STANDARD 9: GEOGRAPHICAL SERVICE AREA**

### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

**Arkansas Department of Education Comments & Questions:** Application lacks data on the expected number of student to transfer to the charter school. (page 35)

#### **Friends Response:**

Finding a facility that offers a positive educational environment is probably the primary hurdle that most charter schools have to clear in order to carry out their educational mission. It is the intent of Friends Academy to locate at the former Mitchell Academy. This school building is located in the Central High School National Register Historic District and the structure is individually listed on the National Register of Historic Places.

The Central High Historic District has fallen into economically challenging times and in 1994 and 2004 was featured in an HBO series entitled “Gang War: Banging in Little Rock”. It was also featured in 2007 in a reflective HBO piece on the 50 year anniversary of the desegregation of Central High.

The city has recently established a land bank program to start taking proactive actions to rebuild the housing stock in this district, in an effort to induce private investment. The Mitchell School redevelopment will serve as a key non residential anchor for redevelopment in this area. The tract where this building is located is specifically -

Census Tract: 05119001100

- Distressed - Unemployment Rate: Yes - 14%
- MSA: Little Rock--North Little Rock, AR MSA
- State: Arkansas
- 2000 Population: 2880
- Tract Median Family Income (\$): 29337
- MSA Median Family Income (\$): 46412
- State Median Family Income (\$): 38637
- Minority majority census tract
- 21.9% lack a high school diploma
- 88<sup>th</sup> highest poverty track in Arkansas (623 total tracts)
- 35<sup>th</sup> highest unemployment rate in Arkansas (623 total tracts)
- This area is located within an empowerment zone

The location of the school will be extremely advantageous, in that it is the intention of Friends Academy to target low-income students having a history of low academic achievement; many of whom live in close proximity to this site.

A very recent, scientifically rigorous examination of charter school student enrollments by Jensen & Ritter clearly demonstrates that charter schools have drawn the majority of their populations from sources other than the three public school districts in Pulaski County (*An Analysis of the Impact of Charter Schools on Desegregation Efforts in Little Rock, Arkansas*, Arkansas Education Report Vol. 6 Issue 3, 9/28/2009). Moreover, this study strongly suggests that claims that charter schools impede the ability of traditional public schools to become more integrated are unfounded. During the years 2005 to 2009:

- Less than half of newly enrolled charter school students, only 1375 students out of 2,796 charter school enrollments or 49.2% came from the three Pulaski County public school districts.
- According to this study, during that 5 year period, an average total of 275 students left the three Pulaski County school districts each year.
- As of October 01, 2008, the combined total 2008-2009 enrollment of these districts was 51,040 students ([http://arkansased.org/schools/excel/oct1\\_enr\\_district\\_120408.xls](http://arkansased.org/schools/excel/oct1_enr_district_120408.xls)).
- Using these numbers, on average less than ½ of one percent (275/51,040) of the total students enrolled in the three school districts left to enroll in charter schools each year.
- These data suggest that the argument regarding any negative cumulative impact of charter schools on desegregation and financial status of public schools is minimal and may be greatly exaggerated.

The aforementioned study by Jensen & Ritter has the only hard data available on the source of students enrolling in charter schools in Pulaski County. If we assume that the student enrollment of Friends Academy will follow the pattern of the 5 year average enrollment data shown in that study, we can project the following numbers of students will enroll in Friends Academy:

- Little Rock School District ..... 157
- North Little Rock School District &  
Pulaski County Special School District ..... 113
- Unknown (probably from private & home schools) ..... 280

It is possible that there may be some variation from this projection; however, how great that might be is unknown at this time. This is a best guess based on the only hard data available.

## **STANDARD 10: ANNUAL PROGRESS REPORT**

### **Partially Meets the Standard**

#### **Concerns and Additional Questions:**

**Arkansas Department of Education Comments & Questions:** *Application lacks a clear and conceptually sound plan for documenting and reporting student performance data, as well as, a plan for dissemination of the annual report to appropriate stakeholders. Applicant must clarify the intention to publish the annual report on its school website and local newspaper. (page 35)*

#### **Friends' Response:**

Student performance will be documented as part of the Arkansas Consolidated School Improvement Plan (ACSIP). A copy each of students' performance will be placed in their permanent folder. A copy will sent to parents after the results of data are discussed with each student. An assessment wall will be kept to observe student's data on a daily basis and determine whether interventions are meeting the individual needs of students and improving student academic performance.

Data will be discussed with parents at parent teacher conferences for individual students explaining what the data means in laymen's terms. School and grade by grade performance will be discussed at parent (PTA) and community meetings. Data will be placed on the Friends Academy website with an explanation of the results.

An Annual Report to appropriate stakeholders will be written and distributed through the local newspaper and copies sent to Friends Academy parents as determined by the Annual Report cutoff date established by the Arkansas Department of Education.

## **STANDARD 11: ENROLLMENT CRITERIA AND PROCEDURES**

### **Partially Meets the Standard**

*Application lacks a process for a random, anonymous lottery. Application provides contradictory information regarding student eligibility and open access to all. **Legal Review:** "Preferential enrollment will be offered to staff and faculty as well as to siblings of students already enrolled in the academy." Arkansas law does not provide for an enrollment reference for the children of faculty and staff of an open-enrollment public charter school. (pages 35-36)*

### **Friends Response:**

Friends will use an anonymous computer-based random selection process, in the event student enrollment requests exceed the population approved. Applicants to Friends Academy will be required to submit a completed application packet by the admissions closing date falling prior to the start of the school year. Applications will be disseminated through Faith-based organizations, City of Little Rock Alert Centers, neighborhood associations and other community organizations. Additionally, applications will be available at the school and online applications will be available through the school's website. Each application will be assigned a number based on the sequence in which it is received. Should the number of applicants exceed the Friends Academy maximum enrollment number, a computer-based random number generated process will be used as the basis of selection for admission. This process will be performed under the supervision of two or more members of the governing board. A waiting list will also be generated in the same manner such that the remaining students can be made aware of future vacancies. Preferential enrollment will not be offered to children staff and faculty or to siblings of students already enrolled in the academy.

## **STANDARD 12: STAFFING PLAN**

### **Partially Meets the Standard**

**Arkansas Department of Education Comments & Questions:** *Application lacks job description for the operations director, and board members, as well as, an outline of the professional qualification required for all positions. Application also lacks a staffing plan that clearly outlines both the types and numbers of positions. On standard 17 a position of nurse is mentioned. However, job description and qualifications for a nurse is not listed in this standard. (page 36-37, 73)*

### **Friends Response:**

Friends will employ a principal to operate the academy. This person will have educational credentials commensurate with principals employed in traditional schools as well as charter schools and will possess at the minimum, a graduate degree in one of the STEM content areas or in school administration. All Teachers and Instructional Specialists will, at a minimum, hold a Bachelor's degree in the content area in which they teach.

## FRIENDS STAFFING PLAN

| Number | Staff                                                          |
|--------|----------------------------------------------------------------|
| 1      | Principal                                                      |
| 1      | Assistant Principal                                            |
| 3      | Instructional Specialists: math, science, literacy and Spanish |
| 12     | Teachers                                                       |
| 2      | Special Education Teacher                                      |
| 0.5    | Media Center Teacher                                           |
| 2      | Paraprofessionals                                              |
| 0.5    | Nurse                                                          |
| 1      | Fitness Teacher                                                |
| 2      | Secretary                                                      |
| 1      | Bookkeeper                                                     |
| 2      | Custodians                                                     |
| 2      | Food Service Workers                                           |
| 0.5    | Guidance Counselor                                             |

### **School Principal**

#### **Qualifications:**

**Education and Training** -- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

**Administration and Management** -- Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

**English Language** -- Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**Personnel and Human Resources** -- Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

**Customer and Personal Service** -- Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

**Psychology** -- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

**Public Safety and Security** -- Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.



**Law and Government** -- Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

**Clerical** -- Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records and transcription, designing forms, and other office procedures and terminology.

**Duties;** The School Principal oversees the following:

1. Curriculum development, implementation, supervision, and evaluation,
2. Student assessment and monitoring,
3. Student, parent and staff relations (building collaborative, collegial working relationships among all stakeholders),
4. Establishing a positive building culture and effective workplace,
5. Staff supervision and personnel evaluation,
6. Communication and community relations,
7. Decision making and problem solving,
8. Professional development,
9. Building management, recordkeeping, and financial management.

### **ASSISTANT PRINCIPAL**

The Assistant Principal's primary job responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal, under the direction of the Building Principal, implements and enforces school board policies, administrative rules and regulations. In the absence of the Building Principal, the Assistant Principal shall assume the duties and responsibilities of the Building Principal. The Assistant Principal will work cooperatively with the building Principal and administrative team, support school-wide goals and initiatives, and be held directly accountable to the Building Principal.

### **QUALIFICATIONS:**

**Same as Principal**

**REPORTS TO:** Principal

**SUPERVISES:** Students and Staff

### **DUTIES:**

1. Adheres to and enforces board policy, school guidelines, administrative directives and school standards.
2. Enforces guidelines to maintain proper discipline and conduct.
3. Assists in the development and administration of policies dealing with discipline, conduct, and attendance.
4. Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents.
5. Works with and assists faculty in the development of effective classroom discipline and organization.
6. Maintains an effective and safe school environment.



7. Assists Building Principal with fire, storm and tornado drills on a regular basis and is able to implement emergency evacuations and lock-downs effectively.
8. Assists in curriculum development to meet the needs of all students.
9. Prepares required reports and paperwork such as discipline reports, suspension reports, expulsion paperwork, discrimination complaints, injury reports, parent communications, and other paperwork as assigned.
10. Works with the Principal in the preparation of appropriate handbooks.
11. Assists in the selection and mentoring of staff.
12. Supervises and evaluates certified and paraprofessional as assigned.
13. Supervises support services as assigned.
14. Assists in the development of an instructional budget.
15. Works as a team member to meet the needs of the school.
16. Assists in supervision of special events.
17. Assists in the care and management of the building and grounds, furniture, equipment, apparatus, books, and supplies.
18. Notifies the Principal when maintenance is needed.
19. Performs other duties as assigned by the Principal.

### **SCHOOL BOARD MEMBERS**

Friends Academy recognizes that school boards are corporate bodies created for the purpose of implementing state legislative policy concerning public schools and administering the state's system of public education. Board members are state officers who act under color of state law when conducting the official business of the state. The exercise of the local board's authority must be predicated upon an express or implied delegation of authority from the legislature and must meet a test of reasonableness that avoids a judicial presumption of arbitrary or capricious action. Because the authority of the charter school board lies in its status as a corporate body empowered by the state statutes, an actual meeting of the board is an essential prerequisite to official action.

Individual board members are not vested with powers outside their role as a member of the local school board, although the board is often vested with power to ratify the actions of its members, agents, or employees if the ratification vote occurs in an official board meeting and is documented in the official minutes of the board.

### **Duties and Responsibilities:**

It is the Friends Academy Board of Directors that is charged with the responsibilities to:

- Advocate on behalf of the educational needs of students.
- Meet federal and state mandates.
- Adopt and follow procedural rules.
- Ensure that a record of minutes of board meetings is maintained in order that the board documents its deliberations and actions.
- Provide leadership for the school, adopting a unifying vision in line with the mission, soliciting and balancing the participation and input of members of the community.
- Provide a framework for setting long-and short-term goals and develop strategic plans for the accomplishment of those goals.
- Provide oversight, adopt standards, and assess progress toward the accomplishment of key strategic objectives.

- Adopt and approve the school's budget.
- Undertake broad human resource functions that include making crucial decisions regarding the school's top-level leadership and key staff, including but not limited to;
  - Adopting and implementing personnel policies for staff,
  - Appraising school and employee performance,
  - Ratifying employee contracts,
  - Serving as the final administrative agency in dismissal proceedings.
- Create a climate that promotes educational excellence.
- Provide important administrative oversight relative to educational policies and programs.
- Play a central role in establishing systems and processes to ensure the school's fiscal, programmatic, and outcome accountability.
- Inform the public of all deliberations and decisions.
- Conduct open meetings; recognize and conform to the legal mandates imposed by state and federal laws.
- Assess successes and failures.
- Avoid abuse of power; enhance public understanding of its mission;
- Conform to standards of ethical behavior,

The above list is not intended to be exhaustive; only to show that Friends understands the considerable expectations and responsibilities of Board members. It is axiomatic that the school board should focus on policymaking and eschew micro-management of the school. One national report - *Facing the Challenge: The Report of the Twentieth Century Task Force on School Governance* - has proposed that school boards emphasize their role as policy boards instead of collective management committees, with the aim of establishing policies to enhance student academic progress. This is the approach that the Friends Academy Board of Directors will follow.

## **SCHOOL NURSE**

### **Qualifications**

1. Qualified to practice as a Registered Nurse in the State of Arkansas and holds an unrestricted license.
2. Certified in CPR or BLS (or obtain in the first 6 months).
3. B.S.N. or Registered Nurse with a bachelor's degree in a related discipline.
4. Minimum of one (1) year experience in public health nursing, community health nursing, school health nursing or pediatric nursing.

### **Characteristics of Work**

Provides preventive health services to facilitate the students' optimal physical, mental, emotional and social growth and development. Identifies problems and disabilities and provides such services as case finding, health education, referring and care in order to help prevent serious health problems which would later be more difficult and costly to address. Supports the education process by working to assure the health of the students.

### **Examples of Work**

The following examples are intended as illustrative of various types of work performed in this position. No attempt is made to be exhaustive.

Related, similar or logical duties are performed as may be assigned or self-determined.

1. Promotes and protects the optimal health status of students.
2. Provides health assessments.
  - a. Obtains a health history
  - b. Screens and evaluates findings of deficit in vision, hearing, scoliosis, growth, etc.
  - c. Observes the student for development and health patterns in making nursing assessment.
  - d. Identifies abnormal health findings.
3. Develops and implements a student health plan.
  - a. Interprets the health status of students to parents and school personnel.
  - b. Initiates referral to parents, school personnel or community health resources for intervention, remediation and follow through.
  - c. Provides ongoing health counseling with students, parents, school personnel or health agencies.
  - d. Utilizes existing health resources to provide appropriate care of students.
4. Maintains, evaluates and interprets cumulative health data to accommodate individual needs of students.
5. Plans and implements school health management protocols.
6. Participates in home visits to assess the family needs as related to the child's health.
7. Develops procedures and provides for emergency nursing management for injuries/illnesses.
8. Promotes and assists in the control of communicable diseases.
9. Provides health education and anticipatory guidance.
  - a. Provides direct health education, and health counseling to assist students and families in making decisions on health and lifestyles that affect health.
  - b. Participates in health education directly and indirectly for the improvement of health by teaching persons to become more assertive health consumers and to assume greater responsibility for their own health.
  - c. Counsels with students concerning problems such as pregnancy, sexually transmitted diseases and substance abuse in order to facilitate responsible decision making practices.
  - d. Serves as a resource person to the school staff members in health instruction.
10. Coordinates school and community health activities and serves as a liaison health professional between the home, school and community.
11. Acts as a resource person in promoting health careers.
12. Engages in research and evaluation of school health services to act as a change agent for school health programs and school nursing practices.
13. Provides consultation in the formation of health policies, goals and objectives for the school.
14. Where applicable, participates in the IEP plan development.

### **Demonstrated Knowledge and Abilities**

#### **Knowledge of:**

- 1) Principles and practices underlying professional nursing.
- 2) Principles and practices underlying the special field of school health.
- 3) Current trends in nursing and of literature in the fields of school health.
- 4) Organization and administration of other cooperating agencies.
- 5) State and local laws relating to health and social issues.

#### **Ability to:**

- 1) Participate cooperatively in a program of school health nursing.

- 2) Exercise professional judgment in making decisions.
- 3) Communicate appropriately and effectively with students, parents, administrators and other school personnel.
- 4) Demonstrate a genuine interest in the student population and its health needs.
- 5) Organize a clinic and manage time.
- 6) Be a self-starter or self-motivated.
- 7) Use a computer and various software applications.

## **STANDARD 13: BUSINESS AND BUDGETING PLAN**

### **Does Not Meet the Standard**

**Arkansas Department of Education Comments & Questions:** *The application does not include any type of procurement plan. It is not clear that the applicant has a full understanding of the requirements of and the comprehensive nature of APSCN. The applicant discussed hiring a CPA firm for oversight, auditing, and reporting, among other duties. The application does not include any type of procurement plan. It is not clear that the applicant has a full understanding of the requirements of and the comprehensive nature of APSCN. The applicant discussed hiring a CPA firm for oversight, auditing, and reporting, among other duties. The applicant also describes hiring a payroll firm. In the same section, the applicant indicates that the business office personnel would be responsible for payroll. All financial transactions, including accounts payable and payroll, must be handled through the statewide comprehensive system, APSCN. The budget indicates that funding is based on student attendance. The applicant lacks a clear understanding of State Foundation Funding which is based on membership rather than attendance. The applicant did not budget revenue generated from Professional Development Funding or NSLA Funding. The budget includes revenue from several grant sources that are not guaranteed funds. (pages 38, 69)*

### **Friends' Response:**

**PROCUREMENT PLAN:** The following cost-based bidding procedures will be used to manage all procurement activities by Friends Academy.

1. Items costing \$9,999 or less, acquire multiple bids and bid will be awarded to the most competitively priced vendor.
2. Items costing \$10,000 or more:
  - a. For commodities, at least three vendors bids will be solicited. Subsequent to receipt, a Bid Summary Sheet will be completed, attached to bids and any other necessary papers and submitted to the Business Office. The most competitively priced bid will be selected for purchase of commodities. All vendors will be informed of the bidding results.
  - b. For capital improvement projects, multiple bids will be solicited for projects between \$10,000 and \$19,999. The contract will be awarded to the most competitively priced bid. For projects costing \$20,000 or more, the laws of the State of Arkansas will be followed. In all cases, a Bid Summary Sheet will be completed, attached to all required papers and submitted to the Business Office. All vendors will be informed of the bidding results and project will be initiated.



CLARIFICATION OF BUSINESS BUDGETING PLAN: All financial transactions, including accounts payable and payroll, will be handled through the statewide comprehensive system, APSCN; the CPA firm Friends will use has a CPA certified in APSCN financial data base. The preliminary Friends budget will be based on state foundation funding that has a per-pupil allocation (\$5905); additional funding streams for the budget include state and federal sources such as:

- Charter school Foundation Funding per student,
- Professional development: for teacher and staff training,
- NSLA: calculated based on % of free and reduced lunch students,
- Title I (must be calculated based on % free and reduced students),
- Title 11 A: for improvement of instruction,
- Title 4a: for Safe and Drug Free Schools,
- Perhaps ARRA funding

The grants referred to are the ADE and Walton Foundation Implementation grants which, though not guaranteed, have traditionally been awarded to new charter schools that apply for such.

#### **STANDARD 14: FINANCIAL AND PROGRAMMIC AUDIT PLAN**

##### **Does Not Meets the Standard**

**Arkansas Department of Education Comment s & Questions:** *The applicant may not have a clear understanding of the statutory requirements for annual school audits. The narrative states that an independent certified public accountant will be hired to “review all financial expenditures and deliver a report related to the same” to the Board of Directors. (page 39)*

##### **Friends’ Response:**

Friends will adhere to all statutory requirements for annual school audits and generally accepted accounting principles and standards. Pursuant to Ark. Code Ann. § 6-11-105, Friends Academy will participate in a legislative audit of all financial and programmatic operations of the school within nine months of the end of each fiscal year. All findings, recommendations, comments and management letters from the Division of Legislative Audit shall be made available to the Department of Education and the Department of Workforce Education upon presentation to the Legislative Joint Auditing Committee. A determination of and report on compliance with requirements applicable to federal programs identified in the Schedule of Federal Financial Assistance for the audit year will be reflected in each audit report. Also reflected in each audit report will be a determination of whether the school has an internal control structure to provide reasonable assurance that it is managing federal assistance programs in compliance with all applicable state and federal legislation and regulations. At a minimum, the school audit report shall include comments on substantial compliance with the provisions listed in Ark. Code Ann. § 6-1-101 in effect for that audit period.

Friends will employ a bookkeeper who will be APSCN certified who will handle all accounts payable and receivables; the CPA will oversee and approve all contracts, conduct all reconciliations, and ensure that required financial payments, documents, processes are completed in accordance with the standards and policies of Arkansas. The CPA will attend all Board of

Directors meetings and provide the Board with a monthly accounting of all expenditures, reconciliations, and review of actual versus budget expenditures.

Each year, staff will review programmatic operations of Friends Academy against the mission and standards of achievement that measure whether students are making academic progress at the rate anticipated. If progress appears to be lagging, modifications will be made as needed.

## **STANDARD 17: STUDENT SERVICES**

### **Partially Meets the Standard**

**Arkansas Department of Education Comments & Questions:** Media Center – Please clarify as to the partnership that has been established with local libraries, museums, Arkansas Public School Resource Center Service Consortium, and any other applicable institutions. Alternative Education – Application does not provide any provisions for bilingual or have limited English proficiency. ( pages 40-42, 80-86)

### **Friends' Response:**

The following waiver request and statement can be found on page 46 of Friends' application:

16.01.01 through 16.01.03 Guidance and Counseling

The duties of providing appropriate student guidance will be assumed by one or more staff. Upon enrollment exceeding 400, Friends will hire an appropriate certified counselor to meet individual needs of students.

This simply means that the counselor and social worker will be hired by the school's second year, when the increased enrollment will allow for them in the budget. Subsequent to hiring, the following guidelines will be adhered to:

**COUNSELING:** A guidance counselor will provide guidance services for students according to the number of students the guidance plan as designed by the ADE. The guidance Counselor's duties will include but will not be limited to

- Individual services for students who need personal or private sessions.
- Group sessions for students who may need to collaborate with students in similar situations (i.e., divorced parents, or coping with parents in prison, illnesses, death, etc.),
- Class scheduling
- Testing – preparation and administration

**HEALTH SERVICES:** These will be provided by UAMS or by an on-site school nurse or health educator will be provided to keep students and staff aware of current health information, administer medication – with parents' permission, be a liaison between the school and community health providers, keep and update students' medical records, make referrals and provide simple check-ups such as vision and hearing, and enter all required information into the APSCN system..

**MEDIA CENTER:** The media center will be designed to encourage student exploration and research, develop students' technology research skills, and encourage recreational reading (Accelerated Reader), reading electronic books (Tumblebooks); using computer technology



available in media center for students' use; providing a comprehensive media collection of recreational books, DVDs, learning kits, textbooks, reference books, and electronic books and programs. Other media services will be provided through membership with the Arkansas Public School Resource Center Service Consortium, and the university and college libraries of local higher education institutions such as UAMS, UALR, and Pulaski Tech.

Friends Academy will work in conjunction with Little Rock public libraries to enhance student choices of appropriate materials to use for assignments, research and for pleasure. Students will be encouraged to get library cards from local libraries, and staff will be encouraged to rely on libraries to provide resources related to units under study.

**SPECIAL EDUCATION STUDENTS:** All students who enter with current Individualized Educational Plans (IEPs) will receive the services identified on their IEPs; Friends will implement a pre-referral process to provide required interventions for all students experiencing difficulties making progress as learners and to identify students who will be referred for psychological assessments if the interventions fail to help the students. Students eligible for section 504 accommodations will receive all reasonable accommodations. Special education supervision will be provided by a local educational cooperative.

Response to Intervention (RTI) Tiers I, II, and III will be implemented in hopes of remediating students, however if students continue to not make adequate progress a referral process will be used to determine eligibility for special education or related services. If, after testing, the students are found to be in need of services, an evaluation conference will be held to determine appropriate placement using the State's special education continuum of services. Data will indicate the need for related services such as Occupational or/and Physical therapy, speech, or other services as needed for the student's success. Services will be rendered by highly qualified special education teachers using a specialized Individual Education Plan (IEP) written by professionals with input from the parent(s) or guardians. Teachers will use a pull out and/or inclusion method to administer services.

**ALTERNATIVE LEARNING ENVIRONMENT:** An alternative learning environment (ALE) will be provided for students whose emotional or behavioral problems interfere with their academic achievement. These students will be supervised by a teacher and an instructional assistant who have expertise in working with students whose behavior has impeded their learning. They will receive the same instruction and opportunities as other students, however in a more structured environment, with the goal being to mainstream them into the regular environment as they begin to improve their behavior.

**ENGLISH LANGUAGE LEARNERS:** Friends will employ bi-lingual staff to assist with translations, parental communication, and tutoring in English as required by ELL students.

**GIFTED AND TALENTED:** Friends will employ a whole school strategy for its gifted and talented program; students will experience renzulli learning systems, a web-based program that provides students with a myriad of opportunities that are differentiated, engaging, and work in conjunction with the total talent portfolio system developed by Dr. Renzulli, noted gifted and talented educator.

## **STANDARD 18: STUDENT SERVICES**

### **Does Not Meet the Standard**

*Arkansas Department of Education Comments & Questions: Application should provide a more detailed plan that addresses food services for all children. In seeking to contract with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance. (pages 42-43)*

**Friends' Response:** Friends will provide breakfast and lunch programs for all students, including students who are eligible for free or reduced lunch. The food service contracts for both will be bid out to approved vendors who provide catering services to charter schools in accordance with Child Nutrition standards. Menus will be developed in concert with Friends staff and the menu rotation plan will be on a six week schedule. Monthly, menus will be sent home to parents. An alternate lunch of soup and salad will be available each day. Students who pay for their lunch will be provided pre-printed envelopes that will list student's name, grade, days for meals, and amount of money parent included in the envelope. These will be collected by the classroom teachers who will send the envelopes to the school secretary who will submit these to the bookkeeper.

Friends will determine student eligibility for free or reduced lunch as a matter of enrollment. For example, to ensure that every student is screened to determine eligibility, included in the student registration package is the application to determine the eligibility of enrolled children based on parents' income. Friends staff will review and score the application and inform parents whose children are eligible (free or reduced) of the process. All eligible families are notified in writing of their eligibility. Friends will adhere to every standard and policy of Child Nutrition Unit.

## **STANDARD 19: PARENTAL INVOLVEMENT**

### **Meets the Standard**

*Arkansas Department of Education Comments & Questions: Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements. (pages 43-44)*

### **Friends' Response:**

Friends Academy will create a parental support network of school staff to oversee the parental involvement component of the school program and to develop and implement a comprehensive parent involvement plan that includes the requirements specified in Act 307 of 2007, Act 397 of 2009, and the federal parental involvement standards required in all ACSIP parent involvement plans-that is plans that (1) help parents understand content, how to monitor a child's process, standards, and academic assessments, (2) help them understand better classroom materials and by providing them with training needed to work with their children to improve academic achievement, (3) educate principal, teachers, and other staff in the importance of effective communication and the value and utility of contributions by parents, (4) coordinate and integrate parent involvement programs and activities into the regular and after school program, (5) ensure that information related to school and parent programs is sent to parents to extent practical and in a language that parents can understand, and (6) provide other reasonable support for parental involvement activities as parents may request. Instructional staff will receive the required two hours of yearly parent involvement professional development as required by the State and the

administrative staff will receive the required three hours of parent involvement training as required by the state.

## **STANDARD 20: WAIVERS**

### **Partially Meets the Standard**

**Arkansas Department of Education Comments & Questions:** *Application provides a limited explanation of waivers requested. However, it lacks a description of how the school will address all waivers requested.*

### **Friends' Response:**

| <b>Requirement/Legal Authority</b>                                                                                                 | <b>Waiver Requested</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Rationale</b>                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A.C.A. § 6-14-101 et seq.<br>Applicability of General Election Laws.                                                               | Regarding election of Board of Directors, Friends Academy requests a waiver from this requirement and will abide, instead, by the Bylaws of Friends of the Environment, Inc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | These laws fit a traditional public school more than they do an open enrollment charter school.                                                                                                                                                                                                                                                                         |
| A.C.A. § 6-13-616(a).<br>Qualifications of directors.                                                                              | Friends Academy requests a waiver from this requirement as these are not applicable to open enrollment charter schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Required qualifications are not applicable to open-enrollment charter schools, which have no district boundaries.                                                                                                                                                                                                                                                       |
| A.C.A. § 6-17-301.<br>Employment of certified personnel:<br>(only as it relates to the areas of health and environmental sciences) | Friends' developers acknowledge the importance of adhering to the Arkansas teacher licensure requirement for each of the following content areas: mathematics, science, social studies, and English language arts; However, given that an important element of Friends' mission is to develop strong student interest and content knowledge in the areas of Science, Technology, Engineering, and Mathematics, the access to local, mathematicians, clinicians, scientists, technicians environmentalists, green building professionals and engineers as instructors in the classroom would enhance the curriculum and help Friends deliver on its mission statement. | Because Friends Academy is a specialized school that promotes student growth and development in health and environmental sciences, a waiver is requested to ensure that clinicians, scientists, technicians, environmentalists, green building professionals and engineers can work with students at Friends Academy and teach students their science, arts and crafts. |
| A.C.A. § 6-17-401 et seq.                                                                                                          | Same as above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Same as above.                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher's license requirement.                                                                                   |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                          |
| Standards for Accreditation—X. Personnel                                                                         | Same as above Friends requests the waiver to ensure it has the option of hiring highly qualified teachers, administrators, and support staff regardless of licensure status.                                                                                                                                                                | Same as above. Regulatory guidance for charter schools under No Child Left Behind allow flexibility to charter schools that Friends Academy would like to have at its disposal.                                                                                          |
| A.C.A. § 6-17-203                                                                                                | Friends request a waiver from the requirement of a Personnel Policies Committee for Each School District.                                                                                                                                                                                                                                   | Friends is requesting a waiver to allow more flexibility in personnel matters. The request for this waiver is consistent with the related requests for waivers regarding personnel.                                                                                      |
| A.C.A. § 6-17-1501<br>Teacher Fair Dismissal Act<br>A.C.A. § 6-17-1701 et seq.<br>Public School Fair Hearing Act | Friends requests a waiver on these requirements because its needs the flexibility to dismiss employees who are impeding the academic progress of students. Employees will be afforded constitutional due process in all dismissals .                                                                                                        | Because Friends' charter may be revoked for non-performance, its operators need the flexibility of dismissing staff who impede students' learning and well-being.                                                                                                        |
| A.C.A. § 6-17-1001<br>Minimum Base Salary                                                                        | Friends Academy requests this waiver even though it meets or exceeds the state minimum base salary because it uses a performance based salary schedule and differentiated staffing structure.                                                                                                                                               | Friends needs flexibility in motivating staff who are highly successful. Providing this waiver grants the operators the flexibility to move from a set salary schedule where every staff of similar experience and training receives the same salary.                    |
| Standard XIV: Gifted and Talented Education<br>19.03                                                             | Friends Academy seeks a waiver from this requirement to implement the School Wide Enrichment Model represented in its charter school application. Because our charter application calls for a whole school approach to gifted and talented education, we would have to hire an entire teaching staff that has gifted and talented licenses. | Current rules and policies of the Arkansas Department of Education, Gifted and Talented department require that all teachers provide evidence of certification in Gifted and talented education if a public school engages in a school wide gifted and talented program. |

Application Cycle 2010

# Additional Documents Received by ADE

Friends Academy of the Health and Environmental Sciences



# ENLACE LATINO

PERIODICO SOCIAL - CULTURAL

October 6, 2009

m A B  
3

Members, Arkansas State Board of Education  
State Board Office  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Board Member,

It is with great pleasure that I write this letter of support for the Friends Academy of Health and Environmental Sciences charter school for middle grade students. I applaud the mission of the school to promote health, environmental awareness and healthy lifestyles. I am the Publisher of Enlace Latino, a bi-weekly newspaper serving Arkansas's Spanish communities. I also host a weekly Spanish radio show on KABF.

Friends Academy is designed to serve students from low socio economic groups who have historically demonstrated low academic achievement. In so doing, this school will serve as a choice for those students who otherwise have no options, as it is my understanding that all middle schools in the Little Rock School District, are in year 5 or more of School Improvement. Friends Academy will enhance the academic achievement of these students, while simultaneously raising their awareness of important health and environmental issues, ideas and practices. It is likely that many of these students will become ambassadors, spreading health and environmental awareness throughout their communities, which is sorely needed. Friends Academy's intent to utilize a LEED certified facility to house its school is very exciting. This approach should contribute significantly to enhancing the educational experience of students. A neighborhood charter school of this caliber has the potential to serve as a catalyst of academic achievement, healthy lifestyles and sustainability in the area. All of which will contribute to a better quality of life for our students and community at large.

Friends Academy's efforts to reach out to the Spanish community are greatly appreciated. I will assist with their recruitment efforts in the Spanish community through both my newspaper and radio show. I am certain that parents in our community will be very supportive and interested in enrolling their children in Friends Academy. I am asking that you approve the charter for Friends Academy as this school has great potential to serve as a model of academic achievement and a positive anchor for the community.

Sincerely,

**Lupita Chavarria**  
**Publisher**

cc: Dr. George Blevins

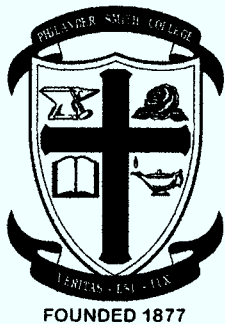
ENLACE LATINO Sirviendo, **Little Rock**, Benton, Bryant, Searcy, Sherwood, Norht Little Rock, Jacksonville, Fayetteville, Rogers, **De Queen**, Horatio, Lockesburg, Nashville, Mena, Grannis, Wickes, Dierkes, Ashdown, Foreman, Texarkana, Dekalb, Hope, Arkadelphia, Gurdon, Hot Springs, Glenwood, Malvern, Conway, Clinton, El Dorado, Magnolia, Denville, Broken Bow, Idabel y muchas ciudades más..

ENLACE LATINO P.O. Box 56378 Little Rock, AR 72215

Tel. y Fax.: 501-219-4561 Cel. 501-240-6816 e-mail: [lupitachavarriag@yahoo.com](mailto:lupitachavarriag@yahoo.com)

Visite nuestra página: [www.enlancelatino.net](http://www.enlancelatino.net)





## PHILANDER SMITH COLLEGE

---

October 25, 2009

Arkansas Department of Education  
Public Charter School Office  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

Dear ADE Public Charter School Committee:

It is with great pleasure that I submit this letter of support for the Friends Academy of Health and Environmental Sciences Charter School for middle grade students. The mission of the school to promote health, environmental awareness and healthy lifestyles in conjunction with academics is a wonderful approach. The school is designed to serve students from low socio-economic groups, who have historically demonstrated low academic achievement. This school will serve as a choice for these middle students, who options are very limited in the Little Rock School District. Friends Academy will enhance the academic achievement of these students, while simultaneously raising their awareness of important health and environmental issues, ideas and practices. I believe that in so doing many of these students will become ambassadors spreading health and environmental awareness throughout their community, which is sorely needed. I also enthusiastically support Friends Academy's intent to pursue utilizing a LEED certified facility to house its school, which I believe will contribute significantly to enhancing the educational experience and academic achievement of students. Opening a neighborhood charter school of this caliber has the potential to serve as a catalyst of academic achievement, healthy lifestyles and sustainability in the area. All of which will contribute to a better quality of life for the students, their community, the City of Little Rock and the State of Arkansas.

Also, I have agreed to serve on the Advisory Board of the Friends Academy of Health and Environmental Science Middle School and to collaborate with the science teachers.

I am asking that you approve the charter for Friends Academy of Health and Environmental Sciences Middle School, because this school has the potential to both enhance academic achievement and serve as a positive anchor for the community.

Sincerely,

Patricia A. Marks, Ph.D.  
Associate Professor of Biology

RECEIVED  
OCT 28 2009

CHARTER SCHOOL OFFICE

October 29, 2009

Mr. Tripp Walter  
Interim General Counsel  
Arkansas Department of Education  
#4 Capitol Mall Room  
Little Rock, AR 72201

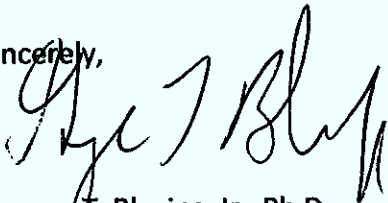
Dear Mr. Walter,

Enclosed are hard copies of the following for use at the State Board meeting at which our appeal will be considered:

- Friends PowerPoint presentation
- Information demonstrating receipt of 501 (c)3 status, including the narrative and supporting documentation submitted to IRS.

We ask that these items be included in the Board agenda for that meeting.

Sincerely,



George T. Blevins, Jr., Ph.D.  
Friends of the Environment, Inc.

RECEIVED  
ATTORNEY'S OFFICE

OCT 29 2009

DEPARTMENT OF EDUCATION  
GENERAL DIVISION

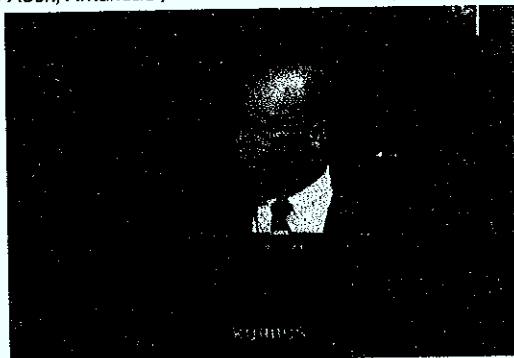
## **Friends Academy of Health and Environmental Sciences**



George T. Blevins, Jr., Ph.D.  
Friends of the Environment, Inc.

## **Friends Academy Impact on Desegregation**

Jensen & Ritter clearly demonstrated that charter schools have drawn the majority of their students from sources other than the three public school districts in Pulaski County. Moreover, this study strongly suggests that claims that charter schools impede the ability of traditional public schools to become more integrated are unfounded. *(An Analysis of the Impact of Charter Schools on Desegregation Efforts in Little Rock, Arkansas , Arkansas Education Report Vol. 6 Issue 3, 9/28/2009).*



## **Mission**

The mission of Friends Academy of Health and Environmental Sciences is to ensure that students develop into capable, academically competent, readers, speakers, writers, critical thinkers, environmentally aware learners, as well as globally competitive pioneers and inventors of mathematics, science, and technology.

## **Who are we?**

- Public school teachers and administrators,
- Highly trained professionals,
  - Scientists
  - Clinicians and nurses
  - Environmentalists
  - College Professors
  - Architects
- Members of community-based organizations,
- Concerned residents of Pulaski County,
- Those spearheading this effort live in the community.

## **Partners and Supporters**

### **Academic**

- **E. Robert Burns, Ph.D.**, Professor, Anatomy, UAMS, 20 year Director and Primary Trainer - UAMS PreK-12 "Partners in Health Sciences" program.
- **Delia West, Ph.D.**, Professor, Health Behavior & Health Education, Director, Center for the Study of Obesity, Fay W. Boozman College of Public Health, UAMS
- **Billy Thomas, M.D., M.P.H.**, Associate Dean, Center for Diversity, UAMS, & Pediatrician Arkansas Children's Hospital
- **Cesar Compadre, Ph.D.**, Associate Professor, College of Pharmacy, UAMS
- **Mrs. Mary Miller Smith**, Director of Education, Audubon Arkansas

## **Partners and Supporters**

### **Academic**

- **Patricia Marks, Ph.D.**, Professor, Biology, Philander Smith College.
- **Beverly Lyn-Cook, Ph.D.**, Scientist, National Center for Toxicological Research, Jefferson, AR
- **Coalition for a Tobacco Free Arkansas**

### **Community-Based**

- **Center for Healing Hearts and Spirits- Black on Black Crime Coalition**
- **Coalition of Greater Little Rock Neighborhoods**
- **Capitol Hill Neighborhood Association**
- **Forest Hills Neighborhood Association**
- **South End Neighborhood Developers**
- **Wright Avenue Neighborhood Association**
- **Future Builders, Inc.- Wrightsville**
- **We Care, Inc.- Wrightsville**

## **Partners and Supporters**

### **Mental Health**

- **Dr. Nicole Bauknight**, Child and Adolescent Psychiatrist, V.A. Hospital
- **Dr. Rhonda Matlock-Mattox**, Child and Adolescent Psychiatrist, UAMS &

### **Diverse Community Media**

- **Lupita Chavarria**, Publisher, Enlace Latino, a bi-weekly newspaper serving Arkansas' Spanish communities & Host of a weekly Spanish radio show on KABF.
- **Wilma Houston**, Publisher, Asian American Reporter Newspaper

## **Partners and Supporters**

### **Others**

- **John Ahlen, Ph.D.** – President, Arkansas Science & Technology Authority
- **Arkansas Science, Technology, Engineering & Mathematics (STEM) Coalition**
- **Mrs. Melanie Nichols** - Dean of Academic Affairs, Arkansas School for Mathematics, Science and the Arts, Hot Springs, AR.
- **April Ambrose, Chair**, Little Rock Sustainability Commission



## **TARGETED STUDENTS**

- Urban students from low socio-economic backgrounds.
- Students needing assistance with reading and literacy development who have failed to thrive in traditional public school settings.
- Those middle school students whose curiosity, interest, and naturally inquisitive nature could benefit from an inquiry-based approach to learning.

## **Targeted Students**

- The target population includes students living in poverty and crime-ridden environments who are often tempted by external negative influences.
- Friends Academy will be located in the Central High School National Register Historic District, which has fallen into economically challenging times.
- In 1994 and 2004 this area was featured in an HBO series entitled "Gang War: Banging in Little Rock".



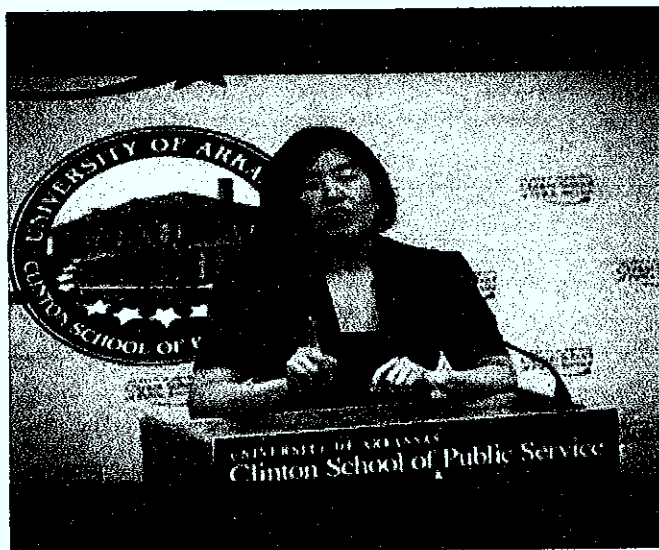
## Targeted Students

**2000 Census -Tract: 05119001100**

- Distressed - Unemployment Rate: Yes - 14%
- MSA: Little Rock--North Little Rock, AR MSA
- Tract Median Family Income (\$): 29337
- MSA Median Family Income (\$): 46412
- State Median Family Income (\$): 38637
- Minority majority census tract
- 21.9% lack a high school diploma
- 88<sup>th</sup> highest poverty track in Arkansas (623 total tracts)
- 35<sup>th</sup> highest unemployment rate in Arkansas (623 total tracts)
- The school site is located within an empowerment zone

**The location is ideal for targeting free and reduced lunch students having a history of low academic achievement, as many live in close proximity to this site.**

**Michelle Rhee**  
**Chancellor of the Washington D.C. Public Schools**



## **LITTLE ROCK SCHOOL DISTRICT**

### **School Improvement Data Shows That Choices Are Needed**

| <b>School</b>                        | <b>Final AYP Status 2008</b>      |
|--------------------------------------|-----------------------------------|
| <b>MANN MAGNET MIDDLE SCHOOL</b>     | <b>School Improvement: Year 1</b> |
| <b>DUNBAR MAGNET MIDDLE SCHOOL</b>   | <b>School Improvement: Year 5</b> |
| <b>FOREST HEIGHTS MIDDLE SCHOOL</b>  | <b>School Improvement: Year 5</b> |
| <b>PULASKI HEIGHTS MIDDLE SCHOOL</b> | <b>School Improvement: Year 5</b> |
| <b>HENDERSON MIDDLE SCHOOL</b>       | <b>School Improvement: Year 5</b> |
| <b>CLOVERDALE MIDDLE SCHOOL</b>      | <b>School Improvement: Year 6</b> |
| <b>MABELVALE MIDDLE SCHOOL</b>       | <b>School Improvement: Year 5</b> |

## NORTH LITTLE ROCK SCHOOL DISTRICT

### School Improvement Data Shows That Choices Are Needed

| School                          | Final AYP Status 2008      |
|---------------------------------|----------------------------|
| POPLAR STREET MIDDLE SCHOOL     | School Improvement: Year 4 |
| LAKEWOOD MIDDLE SCHOOL          | School Improvement: Year 5 |
| ROSE CITY MIDDLE SCHOOL         | School Improvement: Year 7 |
| RIDGEROAD CHARTER MIDDLE SCHOOL | School Improvement: Year 3 |

## PULASKI COUNTY SPECIAL SCHOOL DISTRICT

### School Improvement Data Shows That Choices Are Needed

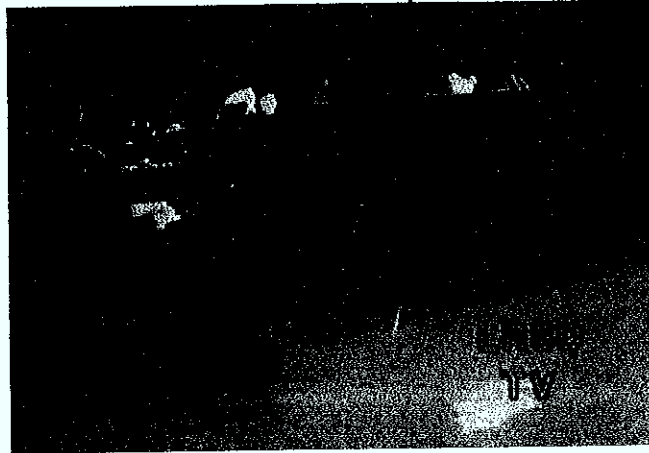
| School                        | Final AYP Status 2008      |
|-------------------------------|----------------------------|
| JACKSONVILLE MIDDLE GIRLS SCH | School Improvement: Year 4 |
| JACKSONVILLE MIDDLE BOYS SCH  | School Improvement: Year 1 |
| FULLER MIDDLE SCHOOL          | School Improvement: Year 5 |
| SYLVAN HILLS MIDDLE SCHOOL    | School Improvement: Year 6 |
| NORTHWOOD MIDDLE SCHOOL       | School Improvement: Year 5 |
| MAUMELLE MIDDLE SCHOOL        | School Improvement: Year 2 |

## **COMPETITION**

Friends organizers believe we **MUST** strive for excellence in the education of our children.

Competition is a primary force undergirding the drive toward excellence, while the lack of competition will, too frequently, lead to mediocrity.

The LRSD view of competition?



**What will  
Friends Academy  
Offer?**

## **Extended School Day 8 a.m.-5 p.m.**

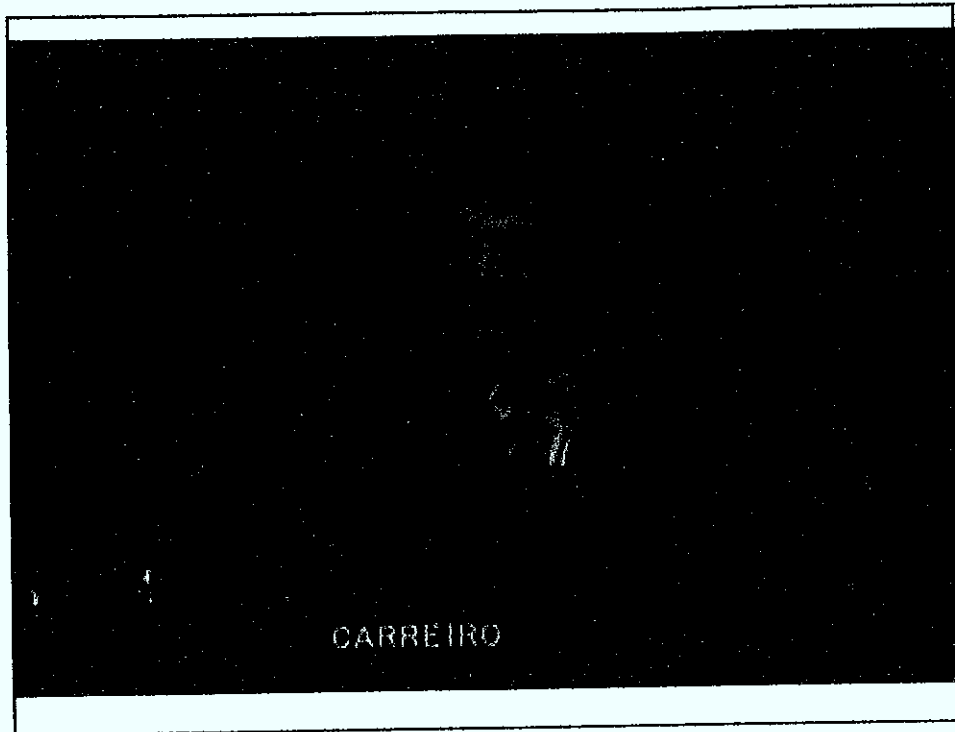
### **Will consist of:**

- Tutoring and homework assistance
- Health and environmental science projects
- Extended time in laboratories, i.e. Math, EAST, Science, and other pertinent labs
- Character building and the importance of citizenship
- Educational field trips (virtual and physical)
- Extra time for other activities, such as sports, art, music, theatre, and activities that help children learn outside of the classroom.

## **Extended School Day**

- Enrichment classes will be taught throughout the day so that the children will be provided with a variety of experiences.
- Keeping the interest of the children and constantly diversifying their opportunities for knowledge will develop their personal self-worth and allow them to expand their knowledge of the arts, sciences and other interests.





## Year Round School

- Research has proven that family and community influences during the summer break widen the achievement gap across social lines.
- Seasonal studies of learning suggest that year round schooling can compensate, to some degree, for a lack of educationally enriching experiences in low socio-economic children's family life—these youth come closer to keeping up with more affluent students during the school year than they do during the summer months.

*AMERICAN SOCIOLOGICAL REVIEW, 2007, VOL. 72 (April:167–180)*

## **Extended School Year- 193 Days**

- Research indicates that middle school students benefit more than elementary school students from an extended-year program.
- Independent evaluations have demonstrated:
  - Improved test scores,
  - Decreased dropout rates, and
  - Major stakeholders not only adapted to the new calendar but also supported it once it was underway.

(Middle School Extended-Year Proposal: Theory and Practice A discussion sponsored by: California Education Policy Seminar and the California State University Institute For Education Reform February 2001)

## **Friends Academy of Health and Environmental Sciences Curricula**

- **State –Mandated content**
- **Health Sciences**
- **Environmental Sciences**
- **Career-focused**

## **THE NEED FOR FRIENDS ACADEMY**

Friends Academy will follow recommendations of the Southern Regional Education Board:

- Friends Academy's "Literacy Across the Curriculum" approach will address SREB research showing that students are simply not required to read enough in the middle grades, even though reading at high levels is essential for later success.
- Friends Academy will intervene with middle grades students to prevent them from, effectively, starting to drop out of school and education several years before they are old enough to drop out officially.
- Friends Academy will instill the knowledge required to prepare middle grades students and their parents in advance for high school, postsecondary education and the workplace, so they are equipped to make wise decisions on what courses to take.

*(Goals for Education; Challenge to Lead, Southern Regional Education Board, 2002)*

## **LITERACY**

Friends Academy will implement best practices from:

- Cognitive science,
- Reading-to-learn,
- Writing-to-learn,
- Brain-based learning,
- Urban Learner Framework,
- 90,90,90 schools,
- Inviting school success, and
- Multiple intelligences.

The intent is to create a middle school that is successful in its quest to educate students; as such, Friends will be different in its approach to accelerating student learning capacity in reading and writing in that this will occur across all content areas.

## **The Difference**

### **A Diagnostic Prescriptive Teaching Approach**

- Diagnostic assessment of all students entering and the use of multiple assessments to determine student's learning modality; how they learn best.
- A prescriptive academic plan will be formulated for each student.
- Instruction differentiated by group or individually as required to meet student's academic needs:
  - Either for further enhancement of academic achievement, or
  - A transition plan focused on remediation and acceleration.
- Teachers collaborate as needed to monitor each student's progress and follow the plan of action that meets the student's academic needs.

## **The Difference**

- Students will learn about vision, missions, goals, decision trees and how to make choices that take them closer to, rather than further away from their vision and goals.
- Accountability
- High Expectations
- Loving, Nurturing, Caring Environment
- No Nonsense Approach to Discipline (Love and Logic)

## **The Difference**

- Medical doctors, scientists, environmentalists, engineers, mathematicians, technicians, green building professionals and their students will interact with Friends Academy students and faculty in a number of ways:
  - Scientists and environmentalists providing teacher and staff professional development, in addition to **teaching** classes on specific topics.
  - Serving on the Friends Academy Advisory Board,
  - Interactions through email, blogs and other technology,
  - Guest speakers in classroom settings,
  - Mentoring students and teachers in the field, and in clinical and laboratory settings,
  - Science fair projects,
  - Field trips,
  - Grant-writing to provide academic enhancements.

## **The Difference**

- Students will understand what it means to generate and justify scientific knowledge and to participate in a scientific community.
- It is the intent of Friends Academy to be housed in a Leadership in Energy and Environmental Design (LEED) Certified school building which has been shown to have a positive influence on student achievement.

## **The Difference**

- All provided in one middle school, Friends Academy of Health and Environmental Sciences, rather than spread across a number of middle and high schools.
- An educational experience that exposes students to the myriad connections between health and the environment, and has heretofore been unavailable to children from low-income families.
- This approach will demonstrate a very positive impact on student achievement and ultimately their quality of life.
- There is no program such as this in the Tri-District schools.

## **EXPECTATIONS**

- Friends Academy students will:
  - Excel academically,
  - Incorporate health and environmental projects into their programs.
  - Become health and environmental leaders in their communities.
  - Have an increased likelihood of going on to academic study or careers in health and environmental fields.
- Scientists, Clinicians, Allied Health Workers, Architects, Construction, Engineering and Trades professionals become connected with a heretofore disconnected population of students.
- Education at Friends Academy will have a profound personal impact on the lives of underserved young people.



## **That's Not All Folks**

But we will stop here.

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

DEPARTMENT OF THE TREASURY

Date: OCT 15 2009

FRIENDS OF THE ENVIRONMENT  
C/O GEORGE T BLEVINS JR  
PO BOX 164224  
LITTLE ROCK, AR 72216

Employer Identification Number:  
27-0483521  
DLN:  
17053244309009  
Contact Person:  
APRIL D GARRETT ID# 31493  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
June 25, 2009  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

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

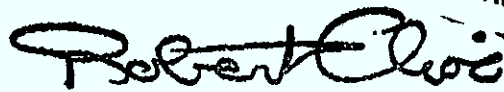
Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

FRIENDS OF THE ENVIRONMENT

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Choi". The signature is stylized with a large, looped "R" and a cursive "Choi".

Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

Enclosure: Publication 4221-PC

FRIENDS OF THE ENVIRONMENT

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

#### **PART IV – NARRATIVE DESCRIPTION OF ACTIVITIES**

Friends of the Environment, Inc. is a newly formed Arkansas not-for-profit corporation. Our organization was formed for charitable and educational purposes by a scientist, educator and community leader who are concerned about the lack of educational achievement by children in the neighborhood and the environmental conditions of the neighborhood.

The initial area in which we will focus our efforts is a section of Little Rock, Arkansas known as the Central High School Historic District. The city of Little Rock is interested in taking steps to improve this district and the lives of the people that live within it. The District has fallen into economically challenging times and in 1994 and 2004 was featured in HBO series entitled "Gang War: Banging in Little Rock". It was also featured in 2007 in a reflective piece HBO did on the 50 year anniversary of the desegregation of Central High, which received national attention in 1957.

The city has recently established a land bank program to start taking proactive actions to rebuild the housing stock in this district, in an effort to induce private investment. This is a new initiative and really does not address many of the ills of our area. Some of the 2000 census tract statistics where this district is located are:

Census Tract: 05119001100  
Status: Qualified Low-Income NMTC Community  
Distressed - Poverty Rate: No - 26.6%  
Distressed - Median Family Income Ratio: No - 63.2%  
Distressed - Unemployment Rate: Yes - 14%  
MSA: Little Rock--North Little Rock, AR MSA  
State: Arkansas  
2000 Population: 2880  
Tract Median Family Income (\$): 29337  
MSA Median Family Income (\$): 46412  
State Median Family Income (\$): 38637  
Minority majority census tract  
21.9% lack a high school diploma  
88<sup>th</sup> highest poverty track in Arkansas (623 total tracts)  
35<sup>th</sup> highest unemployment rate in Arkansas (623 total tracts)

This district is located in an empowerment zone and, in view of these statistics it is easy to see that there is considerable need.

Specifically, we plan to operate a State of Arkansas Chartered middle school, grades 6-8, with the name Friends Academy of Health and Environmental Sciences. The curriculum will focus on health and environmental sciences. Special emphasis will be placed on careers and healthy lifestyles. These educational opportunities will be available to all children eligible to attend these grades in the Little Rock, AR and adjoining school districts, on a first come, first served basis. It is our hope to obtain a Charter no later than November of 2009. The school will become operational in August of 2010. The school will be funded through the Arkansas Department of Education.

Partnerships have been formed with Professors at the University of Arkansas for Medical Sciences and with the Audubon Society to assist with the curriculum, other professional development and to make available to Friends students opportunities for mentorships and research projects. Additionally, it has been through the efforts and connections of Dr. Blevins that the relationships between the charter school and the University of Arkansas for Medical Sciences, Audubon Society and other influential individuals were established (Appendix C).

The efforts of Friends of the Environment, Inc. are led by Dr. George T. Blevins, Jr., his wife Mrs. Paulette Blevins and Mr. James Floyd. All three of these individuals have been community leaders for years. We have included copies of newspaper articles demonstrating the considerable community involvement by Dr. Blevins, who has been the primary leader of community improvement efforts (Appendix B).

Additionally, we have included minutes from the meeting at which the Executive Board and membership of the Wright Avenue Neighborhood Association, Inc., voted to assign the Association's right to purchase the school building to Dr. Blevins (Appendix D). There was great concern that this property, which is an anchor in our community, would fall into the hands of someone who would turn it into a halfway house or drug treatment center. The assignment of the right to purchase resulted from the belief by the community that Dr. Blevins had the integrity and intellectual wherewithal to turn it into a property that would serve the community. That is what is planned by Friends of the Environment, Inc.

Also included is a copy of our newsletter which has a brief narrative in the President's Pen column, which delineates the sequence of events leading up to the purchase of this property. The property was purchased by Mitchell Elementary, LLC, a company started by Dr. and Mrs. Blevins, just for that purchase (Appendix D). All transactions will be performed in an ethical, transparent manner.

We will seek to address many of the issues faced by community families that result in low academic achievement. Once the charter school is established (we anticipate by 2012), we will seek government and foundation grant funding for programs such as:

- 'Baby College', which, in Harlem, New York, has been shown to be successful at preparing infants for early achievement in school.
- Parenting classes
- Community media center for raising community access and capacity for use of technology.

In the distant future, if successful in other endeavors, it is our plan to address brown field issues in the central Arkansas area. For instance, there are sites adjacent to our neighborhood that once served as a photographic processing plant and a city bus servicing station. This area is quite polluted and a danger to our children. To date no one has taken action to clean it up. We will begin a public education campaign designed to raise public awareness and concern. It is our hope to seek governmental funding of cleanup efforts by 2013-14.

We will also serve other charitable needs of the community in central Arkansas as we are able, including:

- Providing education and information on rights, services and programs available to citizens from local governments;
- Promoting, organizing and administering educational and charitable activities;
- Affiliating with and supporting other charitable organizations to enhance the quality of life in the Little Rock community;
- Benefiting the Little Rock community by providing for the educational, intellectual, cultural, and physical involvement, and improvement of all community organizations and members of the community;
- Improving and enhancing the quality of life for the City of Little Rock, lessening the burdens of government, combating community deterioration and promoting the interest and involvement of residents in the problems associated with vandalism, criminal activity, housing stock, education, unemployment, juvenile delinquency, and maintenance and upkeep of streets, sidewalks, and privately owned property;
- To do all such other acts as are necessary, expedient, or appropriate to accomplish any of the objects and purposes for which this corporation is formed.
- To this end, Friends of the Environment, Inc. shall at all times be operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended, including, for such purposes, the making of



distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes.

The grant-writing expertise of Dr. Blevins and his wife will be key to many of these efforts.

**Part V 2a.** Trustees George T. Blevins, Jr. and Paulette Blevins are husband and wife.

**Part V 2b.** Trustees George T. Blevins, Jr. and Paulette Blevins are the beneficiaries of the George T. and Paulette Blevins Trust. This trust owns 2 businesses, Mitchell Elementary, LLC and Bloodhound, LLC. It is anticipated that Mitchell Elementary LLC will lease a school building to the Friends Academy charter school at a fair market value lease rate.

**Part V 3a.**

**School Principal**

**Name,** To be determined

**Qualifications:**

**Education and Training** -- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

**Administration and Management** -- Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

**English Language** -- Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**Personnel and Human Resources** -- Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

**Customer and Personal Service** -- Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

**Psychology** -- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

**Public Safety and Security** -- Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

**Law and Government** -- Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

**Clerical** -- Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records and transcription, designing forms, and other office procedures and terminology.

**Average hours worked, 45 per week**

**Duties,** The School Principal oversees the following:

1. Curriculum Development, Supervision, and Evaluation
2. Student Assessment and Monitoring
3. Student and Staff Relations
4. Establishing an Effective Workplace
5. Staff Supervision and Personnel Evaluation
6. Communication and Community Relations
7. Decision Making and Problem Solving
8. Professional Development
9. Building Management, Recordkeeping, and Financial Management

**Part V 5a. Conflict of Interest Policy is attached (Appendix E)**

**Part V 9**

**b. Describe any written or oral arrangements you made or intend to make.**

It is anticipated that Mitchell Elementary, LLC will lease approximately 48,800 square feet of space to house the Friends Academy charter school.

**c. Identify with whom you have or will have such arrangements.**

This lease agreement will be between Mitchell Elementary, LLC and Friends Academy of Health and Environmental Sciences. George T. Blevins, Jr. and Paulette Blevins are beneficiaries of the trust that owns Mitchell Elementary, LLC.

**d. Explain how the terms are or will be negotiated at arm's length.**

Members of the Friends Academy School Board determined what the school could reasonably afford to pay and negotiated a lease rate with Mitchell Elementary, LLC. The School Board members were made aware that a possible conflict of interest existed because George and Paulette Blevins, though not on the School Board, are Trustees of Friends of the Environment, Inc. None of the parties holding an ownership interest in Mitchell Elementary, LLC serve on the Friends Academy School Board. (Appendix H)

The Board members decided to follow the Conflict of Interest Policy provisions in making their decision. The Blevins were absent during the discussion.

The School Board exercised due diligence, by surveying lease rates for comparable properties in the area. The determination was made that Friends Academy could not obtain a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The School Board by a majority vote decided that the transaction is in the best interest of Friends Academy, for its own benefit, that it is fair and reasonable. They then voted to enter into the agreement.

**e. Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.**

The lease rate will be at fair market value, based on the leasing rate of comparable properties in the area. The lease rates found by the School Board were from \$8 per square foot to \$12 per square foot per year. The lease rate negotiated between the School Board and Mitchell Elementary, LLC is \$9.93 per square foot per year.

- f. **Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.**

A copy of the Development Agreement and Lease are attached (Appendix F)

**Part VIII 4a Do you or will you undertake fundraising?**

Friends of the Environment, Inc. will seek grant funding through private foundations and government agencies. It is anticipated that grant writers other than Friends Trustees may be contracted from time to time.

**Part VIII 4b Do you or will you have written or oral contracts with any individuals or organizations to raise funds**

**for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.**

It is anticipated that Friends of the Environment, Inc. will contract with grant writers other than Friends Trustees from time to time. At present, there are no contracts or agreements.

**Part IX 23 Any expense not otherwise classified, such as program services (attach itemized list)**

Please see the attached Charter School budget (Appendix G).

## **Schedule B:**

### **Section I Operational Information**

- 1b. Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school.**

Friends of the Environment is submitting an application to the Arkansas Department of Education for a middle school (grades 6, 7 and 8) charter.

- 2b. Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.**

Friends of the Environment is applying for a charter to operate a public open enrollment middle school that will be supported by funding from the Arkansas Department of Education. Because the charter has not been granted as yet, there is no funding agreement in place.

WRIGHT AVENUE NEIGHBORHOOD ASSOCIATION, INC,  
 Combined Executive Board and General Membership Meeting  
 Time: 10:00 a.m. - 11:05 a.m.  
 Location: Pilgrim Valley Baptist Church  
 Date: February 16, 2008  
 Presiding: Mr. Kevin Dedner, WANA, Inc. President

**Opening:** President Dedner called the special meeting of the Executive Board of the Wright Avenue Neighborhood Association, Inc. to order at 10:00 a.m. on February 16, 2008 in the Pilgrim Valley Baptist Church.

**A. Approval of the Agenda:** [ ]

**B. Present:**

Dr. George T. Blevins, Jr.  
 Mrs. Paulette Blevins  
 Mr. Kenneth Craig  
 Mrs. Sylvia Craig  
 Mr. Kevin Dedner  
 Mr. James Floyd  
 Ms. Betty Ford

Mrs. Barbara Jones  
 Mr. James Mc Donald  
 Mrs. Janet Mc Donald  
 Ms. Sheila Miles  
 Ms. C. Nelson  
 Mr. Juan Wilson  
 Ms. Betty Wiqaar

**A. Quorum:** Established. Fourteen (14) active and membership paid members present.

**B. Approval of January 19, 2008 minutes.** [ ]

**C. Financial Report.** [ ]

**D. Open Issues**

**Item 1. Mitchell Academy Update/ WANA. Ex. Board Recommendations**

- Dr. Blevins explained his proposal to the full membership as he did on 1/26/08 to the Executive Board (see 1/26/2008 Executive Board Called Meeting Minutes for details). He explained:
  - his intent and purpose
  - how the building has deteriorated and been subjected to much vandalism since WANA made its original offer to the LRSD (\$200,000.00).
  - costs associated with the repairs and other expenses related to the purchase of the building.
- Brief summary:
  - i. Dr. Blevins made an offer to the WANA, Inc. Historic Preservation Committee to purchase the Mitchell School property.
  - ii. The Historic Preservation Committee brought the matter before the WANA, Inc. Executive Board as a strong recommendation to allow Dr. Blevins to purchase the property.
  - iii. The WANA, Inc. Executive Board voted unanimously (in the Special Called Meeting on 1/26/08) to

assign WANA's offer and acceptance for Mitchell School to Dr. Blevins.

- The WANA, Inc. Executive Board also voted unanimously (in the Special Called Meeting on 1/26/08) to request that the LRSD Board create a contingency fund (out of the \$200,000.00) to aid in the costs related to terms of the Mitchell School Building. This includes funds to pay for the repairs based on the associated deterioration and vandalism since the original offer was made; the plan for the re-use; and the closing costs.
- iv. The WANA, Inc. Executive Board comes before the WANA, Inc. general membership with their recommendation (by unanimous vote) to assign the offer and acceptance to Dr. Blevins. Through this action, Dr. Blevins and his company will be the buyers of the Mitchell School instead of WANA.
- v. President Dedner asked if there were any questions for Dr. Blevins. A member of the audience thanked Dr. Blevins for wanting to buy the Mitchell School building. There being no further discussion or questions, President Dedner stated that... *as a sign of our [WANA's] confidence in the board's [WANA's] decision to assign our rights to purchase [Mitchell School] to Dr. Blevins, I'd like for the entire membership to take a vote, affirming the board's decision. So that way, our minutes will be able to reflect that the entire membership of our neighborhood association supported the decision to assign our rights to Dr. Blevins.*
  - He then called for a motion. Mr. Floyd made the motion and it was properly seconded that the Wright Avenue Neighborhood Association, Inc. affirmed the board's decision to assign our rights to Dr. Blevins to purchase Mitchell Academy. He asked if there was any discussion. There being none, the vote was called. The motion carried unanimously.
  - He thanked Dr. Blevins and stated that it took a lot of courage and that there is a lot of liability involved. He added that it was exciting that we would have a resident who lives in the neighborhood who controls the property...not an external person.

## **Item 2. Election of 2008-2010 Officers**

- Mr. Floyd asked that we postpone the election until March 15, as the Nominating Committee has not had an

opportunity to meet. They will present a slate in March. At that time, they will also accept nominations from the floor.

- o The attendees agreed with the delay.
- o President Dedner told the attendees that if any of them were interested in holding an office, let Mr. Floyd, Chair of the Nominating Committee, know.
- o President Dedner stated that it was his objective that our Executive Board officers would be a strong core group.

**Item 3. Newsletter Distribution**

- March 5 is the deadline for submission of articles/ads.
  - o Political Ads will be accepted from every candidate.
- March 8, starting at 8:30 A.M., for delivery.

**Item 4. WANA Yard Sale (Ms. Nelson, Chairperson)**

- Yard Sale to be held on May 3, or alternately, on May 24.
- Need more committee members/volunteers.
- A committee meeting will be scheduled next week.
- Site to be determined when committee meets.
- Volunteers can either serve on the committee or volunteer to pick up and/or store items. People with trucks are needed.
- WANA may have to rent a U-Haul to pick up items. Dates for pick-up will be set and published in the newsletter.
- A Yard Sale article will be published in the March 8 newsletter.
- Will also use the Yard Sale event as a membership drive.
- Discussed WANA buying a cell phone for the Yard Sale.
  - o Moved that Mr. Floyd be authorized to research the costs to purchase a cell phone for the association.
  - o Could let the secretary keep the phone after Ms. Nelson uses it for the yard sale.

**E. New Business**

**Item 1. Quarterly Meetings with the city**

- President Dedner stated that he would send the City Manager and the Mayor a note to try and get the meetings scheduled. The attendees agreed that Tuesdays were good days to hold the meetings.

**Item 2. Atty. Simmons Smith's building**

- The building sustained extensive damage from the recent storm. The east wall and north wall could come down at any time. It is a hazardous situation as the building



could come down on the street (Wright Avenue). The City has been notified.

- The executive board has recommended that we give Mr. Smith a courtesy call. Will also send a letter to the city and ask that the city inform us of any actions that they take regarding this situation.

**F. Agenda for March 15**

- Two Environmental Court Candidates.
- Election of Officers (2008-2010).
- Report from Dwight Davis, Neighborhood Watch Coordinator
- Alert Center Staff (COPP, Codes, Facilitator).
  - o Should have a COPP at every meeting. President Dedner will call Capt. Dustin Robertson, commander of the Downtown Patrol Division, about this and also ask when we will get a full time COPP at the Alert Center. Will e-mail Capt. Robertson's contact number back out to members.

**G. Other Discussion/Residents' Concerns:**

- Mrs. Abrams is the incoming president of the Neighborhood Coalition.
- It is time for membership dues. Mr. Floyd requested that members encourage their neighbors to join WANA and start coming to the meetings.
- Ask the Planning Commission to send all notices to the WANA, Inc. mailbox.
- Extended discussion of Dr. Rhodes' business. WANA will send her a letter of appreciation.
- Discussed concerns/problems/activities with the service station. President Dedner will call owner on Monday.
  - o WANA also can ask the City to look at this business as a nuisance.

**H. Adjournment:** There being no further business, President Dedner adjourned the meeting at 11:05 a.m. The next general meeting will be at **10:00am on March 15, 2008** in Pilgrim Valley Baptist Church.

Minutes transcribed from tape recorder and submitted by:

*Laura Redic*

Laura Redic, WANA, Inc. Secretary

# MEMORANDUM OF UNDERSTANDING

is made between the

**Wright Avenue Neighborhood Association, Inc. (WANA)**

a 501 (c) (3) non-profit organization  
POBox 165084 Little Rock, AR 72216

and

**Mitchell Elementary, LLC**

PO Box 164119, Little Rock, AR 72216

-----  
The purpose of this Memorandum of Understanding is to initiate a covenant agreement between the Wright Avenue Neighborhood Association, Inc (WANA) and the Mitchell Elementary LLC, the Owing Company of the James Mitchell School, located at 2410 South Battery Street, Little Rock, AR 72202.

This covenant shall assure the mission of WANA as it relates to the redevelopment plans for the James Mitchell School property while allowing the Owing Company an effective mechanism to collaborate with WANA for the successful completion and continued operation of the James Mitchell School property.

The designated name for the covenant committee shall be the **WANA / Mitchell Elementary LLC Covenant Committee (herein designated as the "WMCC")**.

-----  
**The parties to this Memorandum of Understanding herein agree:**

1. The WMCC shall act as the sole liaison committee between WANA and the Mitchell Elementary, LLC. Any communication that will impact this partnership between the two (2) parties shall be reported on a semi-annual basis (or as needed) to the WANA Executive Board in writing for discussion and action.
2. The WMCC committee shall be made up of three (3) dues paid members of the WANA. The appointment of the WMCC members will be approved by the WANA Executive Committee in compliance with the bylaws. No more than three (3) representatives of the Owing Company (Mitchell Elementary LLC) shall be a permanent member of the WMCC.
3. Once rezoned, the Owing company shall review all future plans, specifications, and any proposed alterations to the subject property with the WMCC and the WANA Executive Board prior to the submission of the plans, specification, proposed alterations to any organization for the purpose of securing a permit, zoning variance, land use amendment, or funding support.

If, the intended use of any portion of the overall property is not covered by the City of Little Rock Ordinance, the Owing Company will seek the support of the WANA prior to the Owing Company applying for an adjustment to the existing ordinance or any application for rezoning to accommodate the new use of the property.

4. The WMCC agree that the entire property shall be a drug-free; tobacco-free; alcohol-free zone. No sales, storage, consumption, and display (signage or samples) of products associated with this restriction are allowed.

EXCEPTION: Concerning alcohol, in private residential units, restaurants, and public spaces where receptions and other events might occur within the interior or exterior of the property, the above-mentioned restrictions shall be guided by current local, state, and federal laws.

## **MEMORANDUM OF UNDERSTANDING, continued page 2**

5. The WMCC agree that no space within the property shall be designated or leased to individuals, agencies, or other organizations for the treatment or housing (temporary or permanent) of drug / alcohol dependent visitors, family, or tenants. This also restricts the leasing of the property in part, or as a whole, as a half-way house; "chem" house; and / or transitional housing for use by individuals (adults / juveniles) convicted of criminal and/or misdemeanor offenses.
6. The Owing Company and WMCC mutually agree that the adaptive reuse of the new facility shall offer leasable space for use by the City of Little Rock Police, if the City of Little Rock is willing to lease such a space. Space size to be negotiated between the City and Owing Company. The specific location of the space shall be easily accessible and, if necessary, may be staffed by police for a 24 hour presence.
7. The Owing Company and WMCC agree that the adaptive reuse of the new facility shall include office space for a permanent WANA office and meeting room. The size and the location of the space shall be jointly agreed on by the parties. The rental rate shall not exceed the lesser of \$12 per square foot per year, or 50% of funds donated to WANA by Mitchell Elementary, LLC under clause 10 below.

The term of the lease shall be 5 years with an option to renew an additional 5 yrs. WANA shall also have access and use of the exterior open spaces for outdoor events, including, but not limited to WANAFEST and the Annual Yard Sale. All planned events shall be subject to the approval of the WMCC and not to conflict with other planned events by the Owing Company, or tenant's use of the property. WANA shall be responsible for cleanup for all outdoor events held by WANA on this property.

8. Major grant acquisition shall be pursued primarily by WANA for fund raising efforts, with the reasonable support and assistance from the Owing Company. WANA will reasonably support (as necessary) the efforts of the Owing Company to acquire the funding necessary for the adaptive re-use of the property. This does not preclude leasing space to other non-profit or for-profit organizations.
9. The term of this MOU is for 50 years, reviewed and updated yearly (as needed), on or before the anniversary of the signing of this document. All intended revisions to this MOU must be submitted by the WMCC to the WANA Executive Board and WANA's general membership for approval.
10. In an effort to help make WANA self sufficient, the Owing Company agrees to donate up to 5% but not less than 3% of their net profit derived from the leasing of the spaces within the property. These funds shall be used exclusively for the capacity-building needs of WANA.
11. The Owing Company agrees that this MOU shall be null and void (with the exception of clauses 4 & 5, which shall remain in effect) if the property is sold or conveyed to another owner.

MEMORANDUM OF UNDERSTANDING, continued page 3

12. If the Owing Company decides to sell the subject property after making substantial improvements to the property, it is agreed that WANA will have the first right of refusal to purchase the subject property at a negotiated price.

In the event the Owing Company decides to sell the subject property prior to making any improvements it is agreed that WANA will have the first right of refusal to purchase the subject property at an amount not to exceed the Owing Company's indebtedness on the property.

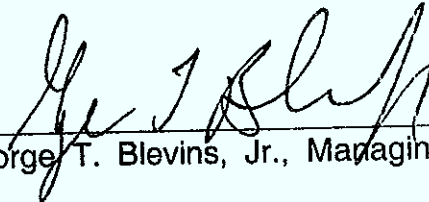
Agreed to and accepted by:

Wright Avenue Neighborhood  
Association, Inc.



Sheila Miles, WANA First Vice President

Mitchell Elementary, LLC

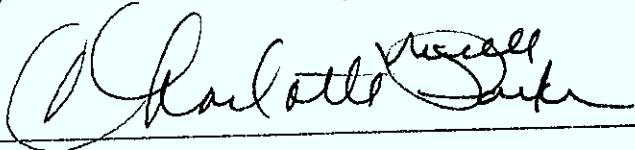


George T. Blevins, Jr., Managing Member

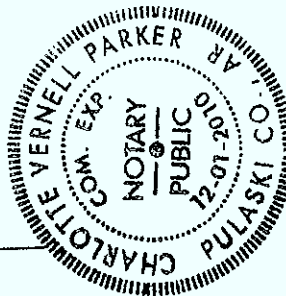
BE IT REMEMBERED, That on this day came before me, the undersigned, a Notary Public, within and for Pulaski County, duly commissioned, to me well known as the Signatories of the foregoing document, and acknowledged that he/she had executed the same for the consideration and purposes therein mentioned and set forth.

WITNESS my hand and seal as such Notary Public  
on this the 12 day of May, 2008.

My commission expires: 12-01-10



NOTARY PUBLIC



Friends of the Environment, Inc.  
 EW 27-0683521

**ArkansasOnline.**  
 in association with the Arkansas Democrat-Gazette



Welcome gblwvms  
 Not gblwvms? Click here

Tuesday, July 14, 2009 8:36:31 pm

Home Business Entertainment Sports Photo & Video Features Contact Us Targeted Publications Classifieds Jobs Real Estate Auto  
 Latest Arkansas Today's Newspaper Extras Definitions Opinion Elections Politics National World Archives Sister Papers E-mail Updates

Enter search terms

Delivery date : Tuesday, July 14, 2009 8:36:31 pm  
 Username : gblwvms : (  
 Your query : George Blwvms  
 Charge for this story : \$1.85  
 Publication: Arkansas Democrat-Gazette  
 Page(s): B1  
 Section: B1  
 Original Date: 10/27/1999

U arkansas

O arkansas

O arkansas

FOCUSphotos

weekly

## 150 hear, criticize district's offer to keep school open

JULIA SILVERMAN ARKANSAS DEMOCRAT-GAZETTE

For the parents, grandparents and alumni of Mitchell Elementary School it's something as simple as their children being able to walk to school that keeps their neighborhood alive.

So they packed the auditorium of the old school at Roosevelt Road and Battery Street on Tuesday night, to protest against the Little Rock School District's plans to shutter Mitchell and divert its pupils to the new Stephens Elementary School opening in January 2001.

Faced with about 150 vocal Mitchell supporters, Victor Anderson, the district's associate supervisor for operations, told them that they could save their school -- but there was a catch.

Mitchell supporters would have to get pledges from enough parents to make up one full grade each of kindergarten through fifth grade for the school to remain open, Anderson said. Otherwise, he said, the district will push ahead with alternative plans for the building, such as a pre-kindergarten center, a parent resource center or relocated administrative offices.

But the offer was a relative sucker's bet, said John Walker, a Mitchell supporter who is one of the lawyers for the plaintiffs in the long-running desegregation lawsuit that has placed the Little Rock School District under federal supervision.

In making the offer to keep Mitchell open conditional upon enrollment, Walker said, the school district was banking on parental apathy and the promise of the shiny new Stephens campus, which will be one of the first schools in the nation to integrate a community center with a public school.

"They know parents don't affirmatively do things -- but just because most people won't respond to this it does not mean that they are not interested," Walker said. "We have been fighting to keep schools in black neighborhoods open. Certain people have let this school get run down in an effort to be able to say that they could close it because it is an older building that can't be maintained."

Plus, Walker said, the district is asking Mitchell and Garland elementary school parents to make a choice that no others in the district face.

Others in the audience weren't buying Anderson's version of a compromise either.

So they stepped to the microphone one by one and accused the school district of selling them out, of wanting to buy their kids to a school over two miles away, in an area many said they considered unsafe. The new Stephens Elementary School at 18th and Valentine streets plans for a student body of about 880, drawn mainly from children who now attend Mitchell and Garland elementary schools. Garland would also close.

Some people said they were angry that the school district didn't seek more community input before forging ahead with construction on Stephens. Others said they were afraid their children would get lost in the shuffle of a larger elementary school.

But for most, the issue was even more basic: not to let the school, the beating heart of their community, close down.

"Quit chasing us out of our neighborhoods," said Irma Hunter-Brown, a Mitchell supporter who is a former state representative. "Get an architect into this building and bring it up to standards, and the children will come."

"Elementary schools are the anchors," said Dr. George Blwvms Jr., an assistant professor of physiology and biophysics at the University of Arkansas for Medical Sciences. "One of the primary things that impacts student achievement is parental involvement. And to travel 2 1/2 miles, that's a real hardship for some of these parents. It will affect this neighborhood."

Anderson said after the meeting that if Mitchell supporters are able to convince enough parents to keep their children in the school, the district would have to spend some money on repairs to the building, which is damaged in some places.

<http://library.ardemorgaz.com/ShowArchiveStory.asp?Path=ArDemocrat/1999/10/27&ID=A...> 7/14/2009



But no amount of money, he added, could bring the over 100-year-old Mitchell campus up to the modern standards of the Stephens school. All Mitchell pupils are guaranteed a place at Stephens, he said.

For many in the audience, money was at the root of the issue: They said they wanted to know why the district had money enough to spend on the Stephens campus, which will feature a state-of-the-art computer laboratory and a television station, but not enough money to renovate Mitchell.

In answer, Anderson cited the age of the Mitchell building.

Garland and Mitchell elementary schools are two of the five Little Rock schools designated as incentive schools in the district's 1989 desegregation plan. As such, the schools get extra money, or so-called double funding, for programs that were initially intended to attract white pupils to hard-to-desegregate buildings and to improve academic achievement among black pupils. The district's most recent 1998 desegregation plan also requires the extra funding to be continued at the schools, four of which continue to have virtually all-black enrollments.

The same plan states that when the new Stephens Elementary School<sup>3</sup> is completed, it will be entitled to the same extra funding and that one or more of the existing incentive schools will be closed when Stephens is opened.

The district also states in the 1998 plan that it will "exercise its best efforts to find a community or educational use for the (Witchell/Garland) property."

After the meeting Walker said he had collected enough signatures to petition the entire School Board for a special meeting centered on the Mitchell question, which will be held within ten days.

Carliea Bryant said she would be there, on behalf of her 8-year-old daughter, who spent three unhappy years at Forest Park Elementary School before transferring into Mitchell this year, "State of the art has nothing to do with what my daughter needs," she said. "When I walked into this building, I knew my child was going to be taken care of." Information for this article was contributed by Cynthia Howell of the Arkansas Democrat-Gazette.

Map: Arkansas Democrat-Gazette Stephens Elementary to open Jan. 2001 Slug Line: xlrdswe for 1B city

Copyright © 1999 by the American Psychological Association or one of its allied publishers. This article is intended solely for the personal use of the individual user and is not to be disseminated broadly.



Copyright © 2007, Arkansas Democrat-Gazette, Inc.  
All rights reserved.  
This document may not be replicated without the express written permission of Arkansas Democrat-Gazette, Inc.

13. The content of this document is copyright © 2005 by the National Security Agency and may not be published, broadcast, stored, or redistributed, or posted from a website, without the express written permission of the NSA. The content of this document may be used for non-commercial purposes without charge, but may not be reproduced, stored, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the express written permission of the NSA. The content of this document may be stored in a computer system for personal and business use only. The NSA is not responsible for any damage or loss of data resulting from the transmission or delivery of information by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system.



Friends of the Environment, Inc.  
 EIN 27-0483521

Arkansas Democrat-Gazette Online  
 in association with the Arkansas Democrat-Gazette

View today's print edition

Welcome gtblevins  
 Not gtblevins? Click here

Tuesday, July 14, 2009 8:35:53 pm

News Business Entertainment Sports Photo & Video Features Contact Us Targeted Publications Classifieds Jobs Real Estate Auto

Latest Action Today's Newspaper Extras Obituaries Opinion Elections Politics National World Archives Sister Papers E-mail Updates

Enter search terms

Delivery date : Tuesday, July 14, 2009 8:35:53 pm  
 Username : gtblevins : ( )  
 Your query : George Blevins  
 Charge for this story: \$1.95  
 Publication: Arkansas Democrat-Gazette  
 Page(s): B5  
 Section: B5  
 Original Date: 11/11/1999

U arkansas

O arkansas

O arkansas

photos

weekly

## Parents urge board to preserve school Mitchell community members say elementary anchors black neighborhood

JULIA SILVERMAN ARKANSAS DEMOCRAT-GAZETTE

A group of Mitchell Elementary School parents, grandparents and alumni formally asked the Little Rock School Board to help them save their school at a specially convened session Wednesday night.

Mitchell, at Battery Street and Roosevelt Road, is one of two schools slated to be closed in November of 2000, when the new Stephens Elementary School opens its doors. The other is Garland Elementary School.

Community members have protested against the planned closing of Mitchell, saying that Stephens, at 18th and Oak streets, is too far away from their community, where the elementary school is often described as the "anchor" of the mostly black neighborhood.

They say they do not want their children to be bused to a school with larger class sizes than those at Mitchell, and that closing Mitchell is a violation of the revised 1998 desegregation plan, stemming from a long-running lawsuit that placed the Little Rock School District under federal supervision.

Last month, during an impassioned meeting in the small school's auditorium, district officials said they would be willing to keep Mitchell open, but only if community members could guarantee that enough students would choose to remain there.

On Wednesday, Mitchell supporters said that was an unfair burden to place on the school, unless the School Board is willing to allocate enough money to improve Mitchell, one of the district's oldest schools.

"We are not asking too much -- we are asking to keep our neighborhood school," said George Blevins, an assistant professor of physiology and biophysics at the University of Arkansas for Medical Sciences, who was the designated speaker for the group of Mitchell supporters.

Blevins repeatedly stressed the community's desire to work with the School Board to find a mutually acceptable solution for Mitchell's future. He put forth six main proposals, including: Placing the Mitchell school zone back on district maps.

Assigning students to Mitchell during student enrollment periods, and not discouraging families from enrolling their children there.

Spending \$1.2 million of the \$1.5 million designated for turning Mitchell into administrative offices on improving the school, particularly in bringing it up to date technologically. The remaining \$300,000 could be spent on incorporating the administrative office space into the designs for the Stephens campus, Blevins said.

Postponing teacher interviews for open positions at Stephens until after student enrollment numbers have been tallied.

Finding a full-time, permanent principal for Mitchell, with input from parents.

Updating the situation during a meeting at Mitchell, tentatively scheduled for December 2, at 6:30 p.m.

School Superintendent Les Carmine said the meeting was, "an excellent opportunity to listen -- if the interest is there in keeping Mitchell open, it will stay open, and the district will do whatever it can to make sure the school has the resources to do so. We are committed to maintaining all schools equally."

Garland and Mitchell elementary schools are two of the five Little Rock schools designated as incentive schools in the district's 1989 desegregation plan. As such, the schools get extra money, or so-called double funding, for programs that were initially intended to attract white pupils to hard-to-desegregate buildings and to improve academic achievement among black pupils.

The district's most recent 1998 desegregation plan also requires the extra funding to be continued at the schools, four of which continue to have virtually all-black enrollments.

**Friends of the Environment, Inc.** is opened. The district also sta

Slug Line: xmittchellthu for 58 city

This article was published on page B5 of the Thursday, November 11, 1999 edition in the B5 section.

Copyright © 2009, Arkansas Democrat-Gazette, Inc.

All rights reserved.

This document may not be reprinted without the express written permission of Arkansas Democrat-Gazette, Inc.

Copyright © 1999 by Associated Press. Copyright 1999, Associated Press and may not be published, broadcast, retransmitted, or redistributed. Associated Press text, photographs, illustrations and any other material contained herein may not be published, broadcast, retransmitted for broadcast or publication or redistributed directly or indirectly in any form, without the prior written permission of Associated Press. All rights reserved. No part of this publication may be stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of Associated Press. This document is the property of Associated Press and is loaned to you. It is not to be distributed, sold, or otherwise used for any purpose other than the transmission or delivery of all or any part thereof or for any damages arising from any of the foregoing. Associated Press is not responsible for any damages arising from any of the foregoing.

[Home](#) | [News](#) | [Sports](#) | [Business](#) | [Entertainment](#) | [Features](#) | [Photos](#) | [Classifieds](#) | [Auto](#) | [Real Estate](#) | [JobsArkansas](#) | [Weather](#) | [Video](#)

# ArkansasOnline.

In association with the Arkansas Democrat-Gazette



Welcome **gtblevins**

Not gtblevins? [Click here](#)

Thursday, July 14, 2009 8:35:21 pm

[Home](#)
[News](#)
[Business](#)
[Entertainment](#)
[Sports](#)
[Photo & Video](#)
[Features](#)
[Contact Us](#)
[Targeted Publications](#)
[Classifieds](#)
[Jobs](#)
[Real Estate](#)
[Auto](#)

[Latest](#)
[Arkansas](#)
[Today's Newspaper](#)
[Extras](#)
[Obituaries](#)
[Opinion](#)
[Elections](#)
[Politics](#)
[National](#)
[World](#)
[Archives](#)
[Sister Papers](#)
[E-mail Updates](#)

SEARCH

[NEWS](#)
[ARCHIVES](#)
[CLASSIFIEDS](#)
[STOCKS](#)
[GOOGLE](#)

**Delivery date :** Tuesday, July 14, 2009 8:35:21 pm

**Username :** gtblevins :: ( )

**Your query :** George Blevins

**Charge for this story:** \$1.95

**Publication:** Arkansas Democrat-Gazette

**Page(s):** B1

**Section:** B1

**Original Date:** 12/07/1999

[AUTO](#)arkansas

[HOMES](#)arkansas

[JOBS](#)arkansas

[FOCUS](#)photos

weekly

## Group gets 2nd chance to keep LR school alive Mitchell Academy to get back on zoning map

JULIA SILVERMAN ARKANSAS DEMOCRAT-GAZETTE

Mitchell Academy supporters are now one step closer to saving their school.

A group of core parents, grandparents and alumni, angered that their neighborhood elementary school was to close -- and its pupils routed to the new Stephens Elementary School under construction several miles away -- has been building support for keeping alive the small, old school with its predominately black enrollment.

Now the Little Rock School District has offered them what amounts to a second chance. In a letter to George Blevins, an assistant professor at the University of Arkansas for Medical Sciences who has served as a spokesman for the Mitchell supporters, associate Superintendent Junious Babbs said that the school will be placed back on the district's elementary school zoning maps, at least through the end of the "open enrollment" period on Feb. 4.

That means pupils in the Mitchell zone who were originally slated to be automatically reassigned to Stephens will now remain at Mitchell, unless their parents request a change.

For Mitchell supporters, who said the school is the central link in their tight-knit community and crucial to the area's continued growth, the decision is a victory.

"This school is the heartbeat of our neighborhood -- it helps the kids grow up and be whatever they want to be in life," John Gerard said at a parents' meeting Monday night. Gerard's son Ronald is in kindergarten at Mitchell.

In October, district officials said the school could remain open if parents could guarantee that enrollment numbers would remain high enough to fill one entire class in each grade -- 18 students each in kindergarten through fifth grade.

"Whether the school remains open is up to us," Blevins said at the meeting Monday night. "What we have to do is enroll our students."

Considering the lure of the new Stephens campus, which will be outfitted with all the latest educational technology, drawing enough students back to Mitchell appeared to be a difficult goal.

But after six weeks of negotiation, the school district has agreed to some accommodations that may make the parents' task a little easier. Besides keeping Mitchell on the zoning map, the district has pledged to: Promote, and not discourage, parents from enrolling their children in the Mitchell school, an order that will be carried out by the staff of the Student Registration Office.

Postpone teacher interviews for Stephens Elementary until after the winter enrollment period in early February is over. This should prevent Mitchell teachers worried about their jobs from jumping ship before the attendance numbers that could save Mitchell are tallied.

If the enrollment numbers turn out to be high enough to keep Mitchell open, the district said it will try to find more money to renovate the school -- which is in need of physical and technological improvement -- and to review the school's "rotating door" principal problem, which has meant several different Mitchell principals in the past few years.

"The community has made a statement that warrants our consideration and some revision of what had been initially communicated," Babbs said. "This is our attempt to respond to their requests."

The district would partly fund capital improvements to Mitchell with revenue from a possible millage increase, Babbs said.

The Mitchell cause is also beginning to attract some outside attention. Jim Walsmith, the executive director of the Historic Preservation Alliance of Arkansas, was at Monday's meeting. He said the National Trust for Historic Preservation, a Washington, D.C.-based preservation association is looking for an endangered school to be a



Friends of the Environment, Inc.  
EIN 27-0483521

## EDITORIALS

# Save Mitchell School

*The parents are coming through*

ONE OF the easiest ways to get to Mitchell Elementary in Little Rock is to head south on Martin Luther King Drive.

Past the Uncle T's Food Mart.

Past the Church's Chicken. Past the Wheels & Grill car wash.

Past a lovely rock house and a not-so-lovely fixer-upper.

Past a bunch of front porches with inviting seats.

About a block before you get to Roosevelt, you take a right on 24th, and then, at the corner of Bader and 24th, rising out of the middle of a neighborhood, like a school and landmark should, is the Mitchell School.

On one of those perfectly clear winter afternoons in the South there's all shadows and odd angles, the Mitchell School looks as Southern as five-pointed stars. The route to get there—which is about as Southern as Little Rock is capable of getting. This Victorian beauty rises several stories high, cloaked in red brick and fronted by four striking, white columns. Mitchell's got a little wear, as any octogenarian would, but the school stands proud, and it sits on just enough of a hill to dominate the landscape. In front of a house across the street flies an American flag. All that's missing is mama on the front porch and the smell of apple pie.

It's easy to see why an institution of learning with such history and presence would attract a Save Mitchell School Committee. The bad news is that there has been a need for a Save Mitchell School Committee.

Surely the likes of George Blevins, Annie Abrams, and John Lovelton, committee members all, would be happy if all their efforts were unnecessary. But for now, the committee is working hard to keep Mitchell School a school, and not some Parent Center or place for early childhood programs or, worst-case scenario, a forgotten artifact of the neighborhood school era.

So far, so very good. At last report, Dr. Blevins tells us that an overwhelming number of parents are keeping their kids at Mitchell School

1953 till it was demolished in 1994.

The return of Stephens to a central city neighborhood in this westward-ho era of growth is both a bow to the past and a show of confidence in the future. Indeed, back in May, the groundbreaking at Bader and Valentine brought out all the sign pals saying all the right things: "Building a better Little Rock through a better school district . . ."

But because of the new Stephens, the school district planned to close Mitchell, which has anchored the Knight Avenue neighborhood for a century. Kids who had walked to Mitchell would be re-routed to Stephens—somehow. Which struck some folks as no way to rebuild a school district or a city.

Then the strangest thing happened: A neighborhood got involved. Parents got understandably possessive. Alumni, too. Concerned Citizens took up the cause. And word got out.

Much. Folks still have a stake in their schools. Who'd a-thunk it?

Now the district says Mitchell can stay open if enough parents decide to enroll their kids there during the current winter enrollment period. How many is enough? Probably about 100 students, or enough to have one class of everything from pre-K through fifth grade.

If parents want their kids to remain there, "that's fine with us," says Les Carmine, the superintendent of Little Rock's schools. "There are enough interested in Stephens that it's not going to go to waste. . . I've talked to a lot of parents myself, and if enough sign up for Mitchell, it'd be a viable school next year. I hope, actually, that the community rallies around that school."

Guess what? They have. Even George Blevins seemed a little surprised. Pleasantly so. "Whether the school remains open is up to us," he said at a meeting of parents, grandparents and alumni when things looked bleak for Mitchell School. "What we have to do is mobilize the parents." Now that the parents are





# ArkansasOnline.

In association with the Arkansas Democrat-Gazette

View today's print edition

Welcome gtblevins

Not gtblevins? Click here

Tuesday, July 14, 2009 8:32:47 pm

[News](#)
[Business](#)
[Entertainment](#)
[Sports](#)
[Photo & Video](#)
[Features](#)
[Contact Us](#)
[Targeted Publications](#)
[Classifieds](#)
[Jobs](#)
[Real Estate](#)
[Auto](#)

[Latest](#)
[Arkansas](#)
[Today's Newspaper](#)
[Extras](#)
[Obituaries](#)
[Opinion](#)
[Elections](#)
[Politics](#)
[National](#)
[World](#)
[Archives](#)
[Sister Papers](#)
[E-mail Updates](#)

SEARCH Enter search terms

[NEWS](#)
[ARCHIVES](#)
[CLASSIFIEDS](#)
[STOCKS](#)
[GOOGLE](#)

Delivery date : Tuesday, July 14, 2009 8:32:47 pm

Username : gtblevins :: ( )

Your query : George Blevins

Charge for this story: \$1.95

Publication: Arkansas Democrat-Gazette

Page(s): 25

Section: Arkansas

Original Date: 09/15/2002

U arkansas

O arkansas

OBS arkansas

FOCUSphotos

weekly

## LR Zone 1 candidates rely on experiences as guide

BY CYNTHIA HOWELL ARKANSAS DEMOCRAT-GAZETTE

Both candidates running for the Zone 1 position on the Little Rock School Board cite their experiences - one his life experiences and the other her service on the board - as reasons they should be elected.

Newcomer George T. Blevins Jr. is challenging long-time incumbent Katherine Phillips Mitchell to represent the recently expanded zone that encompasses an area generally east of Woodrow Street.

Also on Tuesday, incumbent Larry Berkley is running unopposed for a third three-year term. He represents Zone 5 in west Little Rock.

Blevins grew up in Chicago and got his education in fits and starts, first dropping out of high school, driving a bus and working as a prison guard. Eventually, he earned his doctorate in physiology and worked as an assistant professor at the University of Arkansas for Medical Sciences. He has left that position to do strategic planning, staff development and property management.

"I know the things that happened to me do not have to happen to other children," Blevins said about his youth. "If we prepare them appropriately, they can live up to their potential and not bump their heads like I did. That's where my commitment comes from."

Mitchell, who has a doctorate in higher education and is a dean at Philander Smith College, is nearly a lifelong resident of the zone and is the only current Little Rock board member who graduated from district schools.

"I really enjoy board service," Mitchell said. "I enjoy helping parents and students - interceding for them and getting some things accomplished. I have a proven record of effective representation and leadership. I've always been an independent thinker, and I really try to do what is best for children and the district."

Mitchell cited the district's alternative education programs, invigorated art and music department, new superintendent and taxpayer-funded school construction projects as recent accomplishments of the board and staff.

The candidates are running at a time when the state is expected to identify schools that need improvement because of chronically low test scores. Once those schools are identified - and some are expected to be in Zone 1 - parents may ask to transfer their children into schools with better test scores.

Mitchell said maintaining adequate funding is critical to ensure that the district can raise test scores in all schools, possibly by hiring additional staff or reducing class sizes.

"This district has made a start by creating a foundation to raise funds," she said.

"Then we'll just have to be really vigilant, watching what legislators do and making sure we are up there advocating for the needs of our children in our schools."

Blevins said he is disappointed that the district's desegregation case has not resulted in greater academic achievement for black students.

"But I don't think we should stop trying," he said.

"We've got to do more things to see the importance of enhancing the academic achievement of these children. Ultimately, everyone's achievement is enhanced. It's good for everyone. We also get rid of the drag on the state's economy. There are so many issues that are interrelated."

As a board member he said he'll work to keep before his colleagues and lawmakers the issues of raising student achievement in the 25,000-student district, finding qualified teachers, using proven curriculum, increasing teacher salaries and raising awareness of the impact nutrition has on achievement and discipline.

Blevins has led efforts to save Mitchell Elementary from closing and educate city residents and policy-makers on a controversial plan for tax increment financing districts.



ArkansasOnline  
in cooperation with the Arkansas Democrat-Gazette

View today's print edition

Welcome gtblavins  
Find gtblavins' content

News Business Entertainment Sports Photo & Video Features Contact Us Targeted Publications Classifieds Jobs Real Estate Auto

Delivery date : Tuesday, July 14, 2009 3:25:50 pm  
Username : gtblavins : ( )  
Your query : George Blavins  
Charge for this story : \$1.95  
Publication: Arkansas Democrat-Gazette  
Page(s): 11 and 17  
Section: Arkansas  
Original Date: 02/27/2004

U arkansas

O arkansas

O arkansas

photos

weekly

### Board OKs repair funds at 2 schools LR ELEMENTARIES GET \$5 MILLION

BY CYNTHIA HOWELL, ARKANSAS DEMOCRAT-GAZETTE

The Little Rock School Board voted 6-0 Thursday to spend \$5 million on repairs at Mitchell and Rightzell elementary schools - but not before singling words about keeping promises were exchanged between board members and representatives of the Mitchell School neighborhood.

At issue was whether the necessary repairs at two of the city's oldest schools could be justified as district officials' project that both of the small schools will lose enrollment in the next few years. Mitchell, at 2410 Battery St., has 255 students while Rightzell, at 911 W. 19th St., has 291.

After voters approved a 5-mill tax increase in 2000 for repairing and renovating nearly all district schools, a total of \$950,000 was set aside for Mitchell and \$600,000 for Rightzell.

But last fall, Mitchell employees complained about deteriorating ventilation and moisture problems at that school, prompting the district to temporarily move most of the students to other schools for the rest of this year. A re-evaluation of the construction needs at both schools determined that an additional \$1.64 million in work is needed at Mitchell and another \$1.78 million at Rightzell.

Members of the Wright Avenue Neighborhood Association, longtime advocates for preserving Mitchell, addressed the board early in the meeting, asking them to approve funding for the repairs at the school and warning that a decision otherwise would be a violation of the public trust.

"If this board doesn't fulfill this promise, why should anyone in Little Rock ever believe in this board again?" asked Dr. George Blavins, vice president of the association.

Terence Rodion, another neighborhood association member, questioned why Mitchell was allowed to deteriorate to the point that mold and animal droppings were endangering the health of children and staff.

He also discounted district administrators' projections of decreasing enrollment as a reason, saying the school's numbers have remained stable over the past 15 years and that other schools that have had enrollment drops weren't threatened with closure.

Board members vehemently objected to the characterization of their discussion about the Mitchell renovations and its enrollment projections as being a conspiracy to close the building.

"I will support this," board member Larry Berkley said. "But when folks question the integrity of this board - that doesn't help your cause. We are responsible for the entire district. If we can't ask questions about this project without having our characters impugned, then something is wrong."

Berkley rejected the arguments made by the neighborhood leaders that the district is purposely causing the enrollments to drop at Mitchell and Rightzell with recent changes made to the district's system of assigning students to magnet and other special-program schools.

The assignment plan will now open the special program schools to some of their attendance zone students who before now haven't been able to enroll, possibly drawing attendance away from Mitchell and Rightzell.

Berkley said the enrollment plan and student projections were discussed publicly.

Board President Tony Rosa said he resented being called a liar by the neighborhood representatives, and board member Sue Stickland said she was so offended by the accusations that she thought about voting against the renovations although she was one of the board members who initially raised questions about health conditions at Mitchell.

Board member Baker Kuttus told the neighborhood leaders it was wrong to think that Mitchell wasn't maintained in a manner similar to other district schools.

"It's one of the oldest schools in the city - nearly 100 years old - that creates problems," he said.

<http://library.ardemocrat.com/ShowArchiveStory.asp?Path=ArDemocrat/2004/07/27&ID=A> 7/14/2009

He also noted that while residents of the Mitchell community were supportive of the 2000 millage proposal, so  
Friends of the Environment, Inc.  
2005-06-08 27-0488521

"I'm asking you to think very carefully about who your friends are," Kurrus said. "We are family. There is no  
purpose in impugning the board."

James Floyd, president of the neighborhood association and a critic of the board earlier in the meeting, said he  
was "ecstatic" at the outcome and he predicted that the community members will work closely to support the  
school board if it is reelected in 2005-06.

He explained that the hard feelings were the product of miscommunication and erroneous perceptions about the  
board's intentions.

"I think we'll be able to overcome that," he said. "It was just that we were beginning to feel that we were being  
doublecrossed and they resented the fact that we were fearing that we were being double-crossed. It's just they  
had a lot of things they were doing and we didn't know. There were a couple of times when it seemed like they were  
coming back on their commitments."

This article was on page 11 and 17 of the Friday, February 27, 2004 edition in the Arkansas section.

2004  
27  
11

Copyright © 2004, Arkansas Democrat-Gazette, Inc.

All rights reserved.

This document may not be reprinted without the express written permission of Arkansas Democrat-Gazette, Inc.

This document is copyrighted by Copyright © 2000, Associated Press and may not be published, broadcast, rewritten, or redistributed. Associated Press and  
its contributors make no warranty, express or implied, for this information. It may not be published, broadcast, rewritten, or redistributed directly or indirectly in any  
form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, except for personal and noncommercial use. The AP does not hold itself  
liable for any errors or omissions, or for any consequences, damages, or for the transmission or delivery of all or any part thereof or for any damages arising from any of the  
above.

Home | News | Sports | Business | Entertainment | Features | Photos | Classifieds | Auto | Real Estate | JobsArkansas | Weather | Video

Arkansas Democrat-Gazette  
In association with the Arkansas Democrat-Gazette

View today's print edition

Welcome, @brevins  
Not @brevins?

News Business Entertainment Sports Photo & Video Features Contact Us Targeted Publications Classifieds Jobs Real Estate

Enter search terms

Delivery date : Tuesday, July 14, 2009 7:19:45 pm  
Username : @brevins  
Email query : George Blevins  
Charge for this story: \$1.95  
Publication: Arkansas Democrat-Gazette  
Page(s): 1 and 5  
Section: Front Section  
Original Date: 12/17/2004

arkansas

arkansas

arkansas

photos

weekly

## Board votes Mitchell school shut

BY CYNTHIA HOWELL, ARKANSAS DEMOCRAT-GAZETTE  
Split along racial lines, the Little Rock School Board voted 5-2 Thursday to close Mitchell Academy and to convert Fair Park Elementary into a pre-kindergarten center by the 2005-06 school year.

The School Board's five white members voted for closing the elementary programs, while board members Katherine Mitchell and Mike Daugherty, who are black, opposed the closures.

Pupils at the two schools will be reassigned to other district schools. Mitchell pupils, in particular, will be divided among three of the district's newest and most technologically advanced schools: Stephens, Martin Luther King Jr. and Washington elementary schools. Fair Park pupils will go to Pulaski Heights, Franklin and Brady elementaries.

The board voted to discontinue the city's two smallest elementary programs despite pleas and admonitions from Mitchell parents and community members who want the school, built in 1908, to be renovated and made operable.

George Blevins, an unsuccessful School Board candidate and a leader in the Wrightsville Neighborhood Association that includes the school at 2410 Battery St., said after the votes that the fight for Mitchell will continue.

"There will be further action," Blevins said. "We are not done."

John Gerard, the parent of two Mitchell students, said a lawsuit to stop the closure is in the making.

The decision on the schools appears to have widened the rift between community leaders and district officials, including the district's superintendent of six months, Roy Brooks, who recommended that the board shut down the two elementary programs because of their low enrollment, the availability of seats in nearby schools and the escalating cost of building repairs.

Many of the same community leaders supporting Mitchell school in recent weeks numbered among those who were outspoken earlier this year in wanting former interim Superintendent Morris Holmes to be appointed to the superintendent's job on a long-term basis.

They harshly criticized board members for not interviewing Holmes, and they have been leery of Brooks.

"It is becoming quite apparent what the majority white board members were seeking in a superintendent," Leon Modeste, a member of Concerned Citizens United, told the School Board on Thursday.

"It would seem they wanted a person of black complexion but of white mentality like themselves," Modeste said. "One who would do their bidding and mirror their insensitivity, indifference and callousness to parents and the community."

Brooks, like Holmes and many of the advocates for the Mitchell school, is black.

Modeste, a former district employee, warned that while the School Board might have the votes to close the schools, community members have the children.

"What would be the impact on your precious bottom line if there were mass absences at the rate of \$6,000 per student?" he asked.

Melanie Fox, a district parent, spoke to the board in support of Brooks and the move to close the two elementary programs.

She cited the \$10,168 per student it is costing the district to educate the 156 Mitchell students this year and the \$7,015 it is costing to educate each of the 103 children at Fair Park. That compares to the district average of \$5,847.

"Is that fair and equitable?" Fox asked, noting that Fulbright Elementary and other schools on the district's western edge are full and rely on portable buildings for classroom space. "The board must look at the big picture."

<http://library.ardemgaz.com/ShowArchiveStory.asp?Path=ArDemocrat/2004/12/17&ID=A...> 7/14/2009

Board member Katherine Mitchell said she opposed the closings because the district had promised in its 2000 millage campaign that schools would be repaired and their technology updated. She said the board was breaking that promise and was violating its policy of giving a school community a year's notice of its intent to shut down a building.

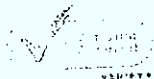
Board member Bryan Day said that while the two buildings will no longer serve kindergarten through fifth grades, the promised repairs - worth more than \$2 million for Mitchell and about \$1.3 million at Fair Park - will go forward and that the buildings can serve other purposes. The cost of upgrading Mitchell so that it would be comparable to other district schools was projected to be about \$3.2 million, one reason for the superintendent's recommendation to close the school.

"We are about educating kids the best way we can with the resources we have," board President Larry Berkley told about 25 Mitchell school supporters at the meeting. "We're for all the kids. There are disadvantaged kids all over this city who need our help. The only way we can do the best that we can do for them is focus on academic achievement."

Board member Baker Kurrus said the decision on the schools was based on data, and he noted that 1,100 houses have been demolished on the eastern side of Little Rock in the past decade - at the same time the district was adding elementary seats at Stephens, Washington and King schools in the area.

Kurrus discounted any arguments that a new school is being proposed for west Little Rock at the expense of Mitchell and Fair Park. He pointed out that the district has spent less than \$2 million on schools in the district's northwest Zone 4, while more than \$21 million has been spent in Zone 1 in east Little Rock and \$28 million in Zone 2 in central Little Rock. Among those who spoke against closing the schools Thursday were state Rep. John Lewellen, D-Little Rock; his wife, state Rep.-elect Wilhelmina Lewellen; Mitchell Parent-Teacher Association President Annie Abrams; Terence Bolden, chairman of Concerned Citizens United; and retired university educator Patricia McGraw.

This article was published on page 1 and 9 of the Friday, December 17, 2004 edition in the Front Section.



Copyright © 2004, Arkansas Democrat-Gazette, Inc.  
All rights reserved.

This document may not be reprinted without the express written permission of Arkansas Democrat-Gazette, Inc.

Material from the Associated Press is Copyright © 2009, Associated Press and may not be published, broadcast, rewritten, or redistributed. Associated Press text, photo, graphic, audio and/or video material shall not be published, broadcast, rewritten for broadcast or publication or redistributed directly or indirectly in any medium. Neither these AP materials nor any portion thereof may be stored in a computer except for personal and noncommercial use. The AP will not be held liable for any delays, inaccuracies, errors or omissions therefrom or in the transmission or delivery of all or any part thereof or for any damages arising from any of the foregoing. All rights reserved.

Home | News | Sports | Business | Entertainment | Features | Photos | Classifieds | Auto | Real Estate | JobsArkansas | Weather | Video

# ArkansasOnline.

In association with the Arkansas Democrat-Gazette

View today's print edition

Welcome **gtblevins**

Not gtblevins? Click here

Tuesday, July 14, 2009 8:24:54 pm

[News](#)
[Business](#)
[Entertainment](#)
[Sports](#)
[Photo & Video](#)
[Features](#)
[Contact Us](#)
[Targeted Publications](#)
[Classifieds](#)
[Jobs](#)
[Real Estate](#)
[Auto](#)

[Latest](#)
[Arkansas](#)
[Today's Newspaper](#)
[Extras](#)
[Obituaries](#)
[Opinion](#)
[Elections](#)
[Politics](#)
[National](#)
[World](#)
[Archives](#)
[Sister Papers](#)
[E-mail Updates](#)

SEARCH: Enter search terms

[News](#)
[Archives](#)
[Classifieds](#)
[Stocks](#)
[Google](#)

Delivery date : Tuesday, July 14, 2009 8:24:54 pm

Username : gtblevins :: ( )

Your query : George Blevins

Charge for this story: \$1.95

Publication: Arkansas Democrat-Gazette

Page(s): 10

Section: Arkansas

Original Date: 04/20/2004

Arkansas

Arkansas

Arkansas

photos

weekly

## LR superintendent quest is panel topic

ARKANSAS DEMOCRAT-GAZETTE

The selection of a superintendent for the Little Rock School District will be explored by a panel of community leaders at a public forum organized by Concerned Citizens United.

The forum will begin at 6 p.m. today in the Chairman's Hall in the Sturgis building at Arkansas Children's Hospital at Marshall and 12 th streets.

Panel members will include Little Rock School Board President Tony Rose, state Rep. Joyce Elliott, D-Little Rock; Classroom Teachers Association President Katherine Wright Knight and others, according to George Blevins Jr., an organizer of the association, which is designed to address community issues through grassroots involvement.

The Little Rock district is in the early stages of a national search for a full-time superintendent. The district is operating under the direction of interim Superintendent Morris Holmes.

Holmes has said he intends to pursue the permanent job, which will pay as much as \$200,000 a year.

This article was published on page 10 of the Tuesday, April 20, 2004 edition in the Arkansas section.



Copyright © 2009, Arkansas Democrat-Gazette, Inc.

All rights reserved.

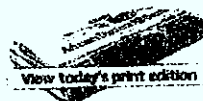
This document may not be reprinted without the express written permission of Arkansas Democrat-Gazette, Inc.

Material from the Associated Press is Copyright © 2009, Associated Press and may not be published, broadcast, rewritten, or redistributed. Associated Press text, photo, graphic, audio and/or video material shall not be published, broadcast, rewritten for broadcast or publication or redistributed directly or indirectly in any medium. Neither these AP materials nor any portion thereof may be stored in a computer except for personal and noncommercial use. The AP will not be held liable for any delays, inaccuracies, errors or omissions therefrom or in the transmission or delivery of all or any part thereof or for any damages arising from any of the foregoing. All rights reserved.

[Home](#) | 
 [News](#) | 
 [Sports](#) | 
 [Business](#) | 
 [Entertainment](#) | 
 [Features](#) | 
 [Photos](#) | 
 [Classifieds](#) | 
 [Auto](#) | 
 [Real Estate](#) | 
 [JobsArkansas](#) | 
 [Weather](#) | 
 [Video](#)

# ArkansasOnline.

In cooperation with the Arkansas Democrat-Gazette



Welcome gblevins  
Not gblevins? Click here

Tuesday, July 14 2009 7:17:23 pm

Home News Business Entertainment Sports Photo & Video Features Contact Us Targeted Publications Classifieds Jobs Real Estate Auto  
Latest Arkansas Today's Newspaper Extras Obituaries Opinion Elections Politics National World Archives Sister Papers E-mail Updates

Enter search terms

Delivery date : Tuesday, July 14, 2009 7:17:23 pm  
Username : gblevins :: (Log out)  
Your query : George Blivins  
Charge for this story : \$1.95  
Publication: Arkansas Democrat-GazetteNW  
Page(s): 16  
Section: Northwest Arkansas  
Original Date: 03/26/2005

AUTOarkansas

HOMEArkansas

JOBSarkansas

FOCUSphotos

Arkansas weekly

## Coalition board introduced

### ARKANSAS DEMOCRAT-GAZETTE

Members of the Arkansas Mathematics, Science and Technology Coalition board of directors:

Jeny B. Adams, Acadom Corporation corporate leader for economic development/ community relations  
Ford Baldwin, Practical Weld Consultants, LLC

George Blivins Jr., Blivins Enterprises president and CEO

Sen. Shene Broadway (District 22), Insight Communications director of client development and services

John Chamberlin, Chamberlin Research president

Woody Cummins, First Security Bank of Conway senior vice president for business development

Heather Leikin Eason, Arkansas Community Foundation executive vicepresident

Melinda Faubel, SBC director of external affairs

Ed Franklin, Arkansas Association of Two-Year Colleges executive director

Al Hampton, University of Arkansas at Little Rock's CyberCollege assistant dean of recruitment and diversity relations

Janice Hendren, State Task Force on Advancing Knowledge-Based Jobs chairman

Keith Hudson, UALR Graduate Institute of Technology director

Tilman Kennon, Arkansas Science Teachers Association president

Stephen Leese, UA-Fort Smith associate vice chancellor for work force development

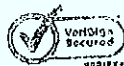
Rep. Mark Martin (District 87), Engineering Institute, Inc., chief technology officer

Joan McGeehan, Arkansas Council of Teachers of Mathematics president

Greg Nabholz, Nabholz Properties vice president

Rickey Williams, Genesis Broadband Wireless Communications vice president of sales and marketing

This article was published on page 16 of the Saturday, March 26, 2005 edition in the Northwest Arkansas section.



Copyright © 2009, Arkansas Democrat-Gazette, Inc.

Printed on demand.

This document may not be updated without the express written permission of Arkansas Democrat-Gazette, Inc.

Material from the Arkansas Press is Copyright © 2009. Associated Press and may not be published, broadcast, rewritten, or redistributed. Associated Press text, photo, graphic, audio and/or video material that is not published, broadcast, rewritten, or redistributed in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the prior written permission of the Arkansas Press. The AP will not be held liable for any delays, interruptions, errors or omissions in the transmission or delivery of AP or any part thereof or for any damages arising from any of the foregoing. All rights reserved.

Home | News | Sports | Business | Entertainment | Features | Photo | Classifieds | Auto | Real Estate | JobsArkansas | Weather | Video

<http://library.ardemgaz.com/ShowArchiveStory.asp?Path=ArDemocratNW/2005/03/26&I...> 7/14/2009



Application Cycle 2010

# ADE Hearing Letter

Gillett Heritage Academy



# ARKANSAS DEPARTMENT OF EDUCATION

October 23, 2009

Dr. Tom W. Kimbrell  
*Commissioner*

**State Board  
of Education**

Dr. Naccaman Williams  
*Springdale  
Chair*

Jim Cooper  
*Melbourne  
Vice Chair*

Sherry Burrow  
*Jonesboro*

Brenda Gullett  
*Fayetteville*

Sam Ledbetter  
*Little Rock*

Alice Mahony  
*El Dorado*

Dr. Ben Mays  
*Clinton*

Toyce Newton  
*Crossett*

Mr. Derek Menard  
Gillett Civic Group, Inc.  
P. O. Box 116  
Gillett, AR 72055

Re: Notice of Appeal/State Board Meeting  
Gillett Heritage Academy

Dear Charter Applicant and Affected School District:

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the DeWitt School District will occur at the State Board's meeting of November 10, 2009. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.

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

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and appeal.

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 2:00 p.m. on October 29, 2009. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

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

Sincerely,

Tripp Walter  
Interim General Counsel

TW/slr

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader  
Dr. Charles Watson, State Board Office  
Superintendent Gary Wayman, DeWitt School District  
School Board President John Fuhrman, DeWitt School District

**ARKANSAS STATE BOARD OF EDUCATION  
POLICY AND PROCEDURES FOR HEARING  
CHARTER SCHOOL APPLICATIONS AND APPEALS**

- 1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school to the State Board. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.
- 4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the application or appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Application Cycle 2010

# Appeal Letter

Gillett Heritage Academy

# Gillett Civic Group, Inc.

“...Building on a strong foundation for the future of Gillett!”

September 29, 2009

Arkansas Department of Education  
Attn: Dr. Mary Ann Brown  
Charter School Office  
Four Capital Mall, Room 305-B  
Little Rock, AR 72201

Re: Letter of Appeal

Dear Dr. Brown,

The Gillett Civic Group, Inc. has received notice of the disapproval of its application for an open enrollment public charter school from the Dumas School District.

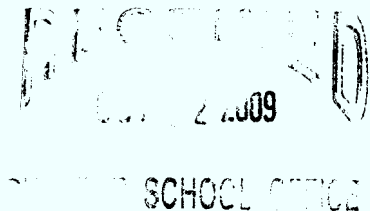
In accordance with the Arkansas Department of Education's Rules and Regulation Governing Public Charter Schools, the Gillett Civic Group, Inc. as the sponsoring entity for the proposed Gillett Heritage Academy is exercising its right to appeal the decision and remarks made by the Dumas School District to the Arkansas State Board of Education.

Sincerely,



Derek Menard,  
President

Cc. Superintendent Tom H. Cox  
Dumas School District



CHARTER SCHOOL OFFICE  
PO Box 116 :: Gillett, AR 72055 :: 888-764-3130 :: Fax 870-946-2757  
[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)



# Gillett Civic Group, Inc.

“...Building on a strong foundation for the future of Gillett!”

September 17, 2009

Arkansas Department of Education  
Attn: Dr. Mary Ann Brown  
Charter School Office  
Four Capital Mall, Room 305-B  
Little Rock, AR 72201

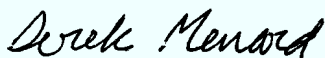
Re: Letter of Appeal

Dear Dr. Brown,

The Gillett Civic Group, Inc. has received notice of the disapproval of its application for an open enrollment public charter school from the DeWitt School District.

In accordance with the Arkansas Department of Education's Rules and Regulation Governing Public Charter Schools, the Gillett Civic Group, Inc. as the sponsoring entity for the proposed Gillett Heritage Academy is exercising its right to appeal the decision and remarks made by the DeWitt School District to the Arkansas State Board of Education.

Sincerely,



Derek Menard,  
President

Cc. Superintendent Gary Wayman  
DeWitt School District

RECEIVED  
SEP 23 2009

CHARTER SCHOOL OFFICE

PO Box 116 :: Gillett, AR 72055 :: 888-764-3130 :: Fax 870-946-2757  
[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)

Application Cycle 2010

# Denial Letter(s)

Gillett Heritage Academy

# Dumas School District

Caller 8880

213 Adams Street - Dumas, Arkansas 71639

(870) 382-4571

FAX: (870) 382-4874

Tom H. Cox, Ed. D., Superintendent

---

September 28, 2009

RECEIVED  
SEP 30 2009  
CHARTER SCHOOL OFFICE

Dr. Mary Ann Brown, Director  
ADE Public Charter Schools  
#4 State Capitol Mall, Rm. 305 B  
Little Rock, AR 72201

Dear Dr. Brown:

The Dumas Board of Education in its regular meeting on Tuesday, September 22, 2009, voted its disapproval 4-0 against support for Gillett Heritage Academy's Open Enrollment Charter School application. It is the position of the Board that the Dumas School District has a solid record of providing a quality education for all its students.

The Dumas School District takes exception to the numerous inaccuracies contained in the text and charts in the application. For example, the application states that "all students in GHA will tested weekly on {dibbles}" earlier in the application referred to as DIBELS - which is an acronym for *Dynamic Indicators of Basic Early Literacy*. DIBELS only goes through third grade. Moreover, the application repeatedly defames and misrepresents information about our students' academic performance. The Board postulates that, among other things, erroneous information is a very weak platform on which to justify the need for a charter school in the Gillett community.

We join Dewitt School District's request in presenting to the AR State Board of Education the accurate information supporting the Dumas Schools and the quality of its educational programs.

---

## BOARD OF EDUCATION

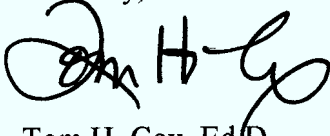
Lawrence "Bubba" Hudson, *President*      Kara Beth Crow, *Secretary*

Ashton Adcock      Alan K. Minor      Ronald Neal

Equal Opportunity Employer

Enclosed are two letters sent to us: one from Dr. Steven Murray, Chancellor of Phillips Community College and another from State Representative Robert S. Moore, Jr. Both Dr. Murray and State Representative Moore had letters included in the formal application - which upon their review, they felt did not represent an accurate portrayal of the Dumas District.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom H. Cox", with a stylized flourish at the end.

Tom H. Cox, Ed.D.  
Superintendent

bb

Enclosures (2)



September 3, 2009

Dr. Tom Cox, Superintendent  
Dumas School District  
Caller # 8880  
Dumas, AR 71639

Dear Dr. Cox:

I am writing to express my regret regarding the letter of support from Mrs. Carolyn Turner included in the Gillette Heritage Academy's application to the Arkansas Department of Education for approval as a charter school. The letter does not accurately reflect the position of Phillips Community College of the University of Arkansas (PCCUA), and it was not my intent that it be included in the application.

PCCUA does not take a position on the creation of the Gillette charter school. It is not our intent to advocate for or to oppose the creation of any charter school in its service area. Such decisions are the domain of the Department of Education, not institutions of higher education.

As a community college, it is our mission to meet the postsecondary educational needs of all of the citizens within our service area, and in order to do so, we stand ready to partner with any public school, charter or not, approved by the Dept. of Education. It is not, however, our role to become involved in their creation.

It was not, moreover, our intent that the letter be included in the Gillette charter school application. Mrs. Turner asked that the letter be retracted and made available a second letter that more accurately reflected the College's position. The second letter was not, however, included in the application. The first, inaccurate letter was.

I regret deeply the tension and confusion which this matter has created. The partnership between the Dumas School District and PCCUA has been, I believe, of great benefit to the College, to the Dumas School District, and, most importantly, to the students we serve. I want that relationship to remain strong as I know you do as well. Please feel free to express my regret with your Board by sharing this letter with them.

Sincerely,

Steven F. Murray  
Chancellor



STATE OF ARKANSAS

# House of Representatives

## REPRESENTATIVE

Robert S. Moore, Jr.

P. O. Box 446

Arkansas City, Arkansas 71630-0446

### Phone:

870-877-1210 Business

501-590-1633 Cell

870-877-2517 FAX

e-mail: moorer@arkleg.state.ar.us

## DISTRICT 12

### Counties:

Part Ashley County

Chicot County

Part Desha County

Part Arkansas County

## COMMITTEES

### Revenue and Taxation

Income Taxes - Personal and

Corporate Subcommittee

### Agriculture, Forestry and Economic

Development

Agriculture, Forestry and Natural

Resources Subcommittee

### Chairperson,

Rules

Joint Budget

September 3, 2009

Gillett Civic Group

P.O. Box 116

Gillett, AR 72055

To Whom It May Concern:

As you are aware, I recently expressed my support for the proposed Gillett Heritage Academy. My support was aimed toward the efforts of the citizens of Gillett who are working to establish a school which will meet local educational needs left in the wake of the consolidation of Gillett High School. While I remain unequivocal in this support, in light of certain assertions made in the charter application, I must clearly relate to all concerned that I do not agree with statements in that application ostensibly intended to undermine or demean the area school districts at Dumas and DeWitt.

Although I acknowledge that there are challenges facing public schools in the Delta, it is my observation that they continue to provide a quality education. In fact, these schools have graduated numerous students of high achievement who successfully compete with students from around the country at some of our nation's finest colleges and universities. In particular, I continue to be impressed by the numerous accolades received by Dumas High School, and applaud the administration and teaching staff for their efforts to provide excellence in education.

I recognize the importance of a quality education for our students. It is my belief that the Gillett Heritage Academy can be an asset in our area and will add to the tradition of excellence already found at both the Dumas and DeWitt School districts.

Sincerely,

Robert S. Moore, Jr.  
State Representative

RSMJ/adm



**DEWITT SCHOOL DISTRICT**  
**Gary Wayman, Superintendent**  
MEMBER NORTH CENTRAL ASSOCIATION

**DIRECTORS**

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

**Marty Weaver**  
DeWitt High School Principal  
**Julie Blevins**  
DeWitt Middle School Principal  
**Robert Franks**  
DeWitt Elementary Principal  
**Vicki Reed**  
Gillett Elementary Principal

September 16, 2009

**CERTIFIED MAIL**  
**RETURN RECEIPT REQUESTED**

Arkansas State Board of Education  
% Dr. Mary Ann Brown  
Charter School Office  
#4 State Capitol Mall, Suite 105-C  
Little Rock, AR 72201-1071

Dear Dr. Brown:

At its regular meeting on September 15, 2009, the DeWitt School Board voted 7-0 to disapprove the application for the Gillett Heritage Academy Open Enrollment Charter School. The Board feels that students in this district will gain more and have greater opportunities in the public schools of the DeWitt School District.

In reviewing this application many discrepancies have been found, such as the reporting of test scores. The application itself, makes many references to students in Southwest Arkansas and Columbia County, which is no where near the location site of this school. At the State Board hearing, we are prepared to make other comments and present other facts supporting the DeWitt Public Schools and the quality of education offered to our students.

(870) 946-3576

422 West First Street

An Equal Opportunity Employer

DeWitt, AR 72042

Fax (870) 946-1491

**RECEIVED**  
SEP 18 2009

CHARTER SCHOOL OFFICE

Dr. Mary Ann Brown

Page 2

September 16, 2009

Enclosed are two letters sent to us; one from Dr. Steven Murray, Chancellor of Phillips Community College and another from State Representative Robert S. Moore, Jr. Both Phillips Community College and Representative Moore had letters in the formal application that they felt were misrepresented.

Yours truly,



Gary Wayman  
Superintendent of Schools

Enclosures (2)

RECEIVED  
SEP 18 2009

CHARTER SCHOOL OFFICE



September 3, 2009

Mr. Gary Wayman, Superintendent  
DeWitt School District  
422 West First Street  
DeWitt, AR 72042

Dear Mr. Wayman:

I am writing to express my regret regarding the letter of support from Mrs. Carolyn Turner included in the Gillette Heritage Academy's application to the Arkansas Department of Education for approval as a charter school. The letter does not accurately reflect the position of Phillips Community College of the University of Arkansas (PCCUA), and it was not my intent that it be included in the application.

PCCUA does not take a position on the creation of the Gillette charter school. It is not our intent to advocate for or to oppose the creation of any charter school in its service area. Such decisions are the domain of the Department of Education, not institutions of higher education.

As a community college, it is our mission to meet the postsecondary educational needs of all of the citizens within our service area, and in order to do so, we stand ready to partner with any public school, charter or not, approved by the Department of Education. It is not, however, our role to become involved in their creation.

It was not, moreover, our intent that the letter be included in the Gillette charter school application. Mrs. Turner asked that the letter be retracted and made available a second letter that more accurately reflected the College's position. The second letter was not, however, included in the application. The first, inaccurate letter was.

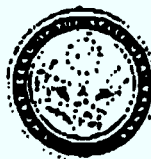
I regret deeply the tension and confusion which this matter has created. The partnership between the DeWitt School District and PCCUA has been, I believe, of great benefit to the College, to the DeWitt School District, and, most importantly, to the students we serve. I want that relationship to remain strong as I know you do as well. Please feel free to express my regret with your Board by sharing this letter with them.

Sincerely,

Steven F. Murray  
Chancellor

RECEIVED  
SEP 18 2009

CHARTER SCHOOL OFFICE



STATE OF ARKANSAS

# House of Representatives

## REPRESENTATIVE

Robert S. Moore, Jr.

P. O. Box 446

Arkansas City, Arkansas 71630-0446

## Phone:

870-877-1210 Business

501-890-1633 Cell

870-877-2817 FAX

e-mail: rsmj@state.ar.gov

## DISTRICT 12

## Countries:

Post Ashley County

Clint County

Post Dumas County

Post Arkansas County

## COMMITTEES

### Revenue and Taxation

Income Taxes - Personal and

Corporate Subcommittees

### Agriculture, Forestry and Economic

Development

Agriculture, Forestry and Natural

Resources Subcommittee

### Constitution

Rules

### Joint Budget

September 3, 2009

Gillett Civic Group

P.O. Box 116

Gillett, AR 72055

## To Whom It May Concern:

As you are aware, I recently expressed my support for the proposed Gillett Heritage Academy. My support was aimed toward the efforts of the citizens of Gillett who are working to establish a school which will meet local educational needs left in the wake of the consolidation of Gillett High School. While I remain unequivocal in this support, in light of certain assertions made in the charter application, I must clearly relate to all concerned that I do not agree with statements in that application ostensibly intended to undermine or demean the area school districts at Dumas and DeWitt.

Although I acknowledge that there are challenges facing public schools in the Delta, it is my observation that they continue to provide a quality education. In fact, these schools have graduated numerous students of high achievement who successfully compete with students from around the country at some of our nation's finest colleges and universities. In particular, I continue to be impressed by the numerous accolades received by Dumas High School, and applaud the administration and teaching staff for their efforts to provide excellence in education.

I recognize the importance of a quality education for our students. It is my belief that the Gillett Heritage Academy can be an asset in our area and will add to the tradition of excellence already found at both the Dumas and DeWitt School districts.

Sincerely,

Robert S. Moore, Jr.

State Representative

RSMJ/adm

RECEIVED  
SEP 18 2009

CHARTER SCHOOL OFFICE

Application Cycle 2010

# Letter of Intent

Gillett Heritage Academy

Dr. Mary Ann Brown  
Arkansas Department of Education  
Charter School Office  
4 State Capitol Mall, Room 305-B  
Little Rock, AR 72201

RECEIVED  
JUN 25 2009

Dear Dr. Brown:

CHARTER SCHOOL OFFICE

In accordance with the 2009 Application for an Open Enrollment Public School Charter, please accept our letter of intent to submit an application for Gillett Heritage Academy to be located in Gillett, Arkansas.

Eligible Entity: Gillett Civic Group, Inc., an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(3c) of the Internal Revenue Code.

Eligible Entity Status: 501(c3) number 90-0410892

Name of Proposed Charter School: Gillett Heritage Academy

Grades: K – 12

Location: The facility will be located in Gillett, Arkansas. The school will be open to all children in Arkansas. We will focus our recruitment efforts in the cities of Gillett, Tichnor, DeWitt and Dumas.

The purpose of the charter school will be to prepare elementary school students to excel in high school, college, and beyond by providing a high-quality early childhood education, ensuring student mastery of the core foundation is the first step in a great education. Upon this foundation the students will be challenged and motivated to explore the latest technology in renewable resources and green technology thus preparing our graduates to succeed in this changing world.

We will fulfill this mission by providing:

- ❖ Rigorous academic curriculum that focuses on high level literacy, mathematics, foreign language, and technological skills.
- ❖ Classroom instruction and student support that effectively remediate weaknesses and accelerates the learning of all students making certain that No Student is Left Behind.
- ❖ Practiced and proven teachers' professional development program that allows us to effectively build and maintain a results driven curriculum and achievement oriented school culture.
- ❖ Meaningful parent involvement, support and training.

We look forward to making this great opportunity work for this area, as well as working with you and your staff towards the completion of our application and the successful start of our school year.

Contact Person: Jennifer Menard, Agent

Mailing Address: Gillett Civic Group, Inc., PO Box 116, Gillett, AR 72055

Telephone: 870-946-1664 Fax: 870-946-2757 Cell: 870-830-5410

Email: [gillettcivicgroup@gmail.com](mailto:gillettcivicgroup@gmail.com) or [jmenard@hughes.net](mailto:jmenard@hughes.net)

Website: [www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)

Respectfully submitted,

*Derek Menard*

Derek Menard,  
President  
Gillett Civic Group



Application Cycle 2010

# Application

Gillett Heritage Academy

# Gillett Civic Group, Inc.

“...Building on a strong foundation for the future of Gillett!”

August 29, 2009

To: Arkansas Department of Education  
Attn: Dr. Mary Ann Brown,  
Program Director, Charter School Office  
4 State Capitol Mall  
Room 305-B  
Little Rock, AR 72201

Dear Dr. Brown:

Please find enclosed the Gillett Heritage Academy Open-Enrollment Public Charter School Application package. You will find enclosed 1 original application and 6 bound copies of the application including attachments showing copies of letters and certified mail receipts for applications sent to affected school districts. Also enclosed is 1 CD containing a pdf file of the Gillett Heritage Academy application.

We appreciate your cooperation and it was very nice to meet you. We look forward to working with you over the next few months through this application process.

Sincerely,



Derek Menard,  
President

Gillett Civic Group, Inc.

PO Box 116

Gillett, AR 72055

[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)

RECEIVED  
AUG 31 2009

CHARTER SCHOOL OFFICE



*Committed to Academic Excellence!*

RECEIVED  
AUG 31 2009

CHARTER SCHOOL OFFICE

# Gillett Heritage Academy

## Table of Contents

|                                                                      |          |
|----------------------------------------------------------------------|----------|
| General Information.....                                             | 1        |
| General Description.....                                             | 2        |
| Required Information.....                                            | 4        |
| 1. Results of Public Hearing.....                                    | 4        |
| 2. Documentation Related to Public Hearing.....                      | 4        |
| 3. Governance Structure.....                                         | 4        |
| 4. Mission Statement.....                                            | 9        |
| 5. Educational Need.....                                             | 9        |
| 6. Educational Program.....                                          | 17       |
| 7. Measurable Goals.....                                             | 19       |
| 8. Curriculum Alignment Process.....                                 | 24       |
| 9. Geographical Area Served.....                                     | 25       |
| 10. Plan for Annual Report.....                                      | 28       |
| 11. Enrollment Criteria and Selection Processes.....                 | 28       |
| 12. Job Descriptions of School Director and Other Key Personnel..... | 29       |
| 13. Business Office.....                                             | 35       |
| 14. Annual Audit.....                                                | 35       |
| 15. Reporting Education Data.....                                    | 36       |
| 16. Facilities Description.....                                      | 36       |
| 17. Student Services.....                                            | 37       |
| 18. Food Services.....                                               | 38       |
| 19. Parental Involvement.....                                        | 38       |
| 20. Exemptions from Provisions of Title 6.....                       | 42       |
| 21. Potential Impact on Surrounding Districts.....                   | 46       |
| Attachment 1: 501 (c) (3) Eligible Entity Status                     | 2 pages  |
| Attachment 2a – 2v: Supporting Evidence of Public Hearing            | 22 pages |

|                        |                                                      |          |
|------------------------|------------------------------------------------------|----------|
| Attachment 3:          | Doc. of Public Hearing                               | 6 pages  |
| Attachment 4:          | Doc. of Public Hearing, Letters to Super.,           | 1 page   |
| Attachment 4: (cont.)  | Public Hearing Notice                                | 1 page   |
| Attachment 5:          | Letters of Support for GHA                           | 17 pages |
| Attachment 6:          | GHA School Calendar & Daily Schedules                | 5 pages  |
| Attachment 7:          | Facilities Utilization Agreement,                    | 1 page   |
| Attachment 7: (cont.)  | Lease Agreement,                                     | 6 pages  |
| Attachment 7: (cont.)  | Cad Drawing,                                         | 1 page   |
| Attachment 7: (cont.)  | Pledge Letters for GHA Facility,                     | 7 pages  |
| Attachment 7: (cont.)  | Facility Site Donation,                              | 1 page   |
| Attachment 7: (cont.)  | Zoning Authority                                     | 1 page   |
| Attachment 8:          | Proposed Budget                                      | 4 pages  |
| Attachment 9:          | Proposed Salary Schedule                             | 1 page   |
| Attachment 10:         | Signed Stmt. of Assurances                           | 3 pages  |
| Attachment 11:         | Doc. of Letter of Intent                             | 4 pages  |
| Attachment 12:         | Map showing poor performing schools in proposed area | 1 page   |
| Attachment 13:         | Letters to Superintendents,                          | 3 pages  |
| Attachment 13: (cont.) | Certified Mail Receipts                              | 1 page   |

STATE BOARD OF EDUCATION  
ARKANSAS DEPARTMENT OF EDUCATION  
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

**A. GENERAL INFORMATION**

---

Name of Proposed Charter School: Gillett Heritage Academy

Grade Levels for the School: K-12 Proposed Initial Enrollment: 210

Name of Sponsoring Entity: Gillett Civic Group, Inc.

The applicant is an "eligible entity" under the following category:

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or

☒ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Derek Menard

Address: Gillett Civic Group, Inc.  
PO Box 116  
Gillett, AR 72055

Daytime Phone Number: 870-946-1664  
Fax: 870-946-2757

Charter Site Address: East end of Main Street, Gillett, AR

Date of Proposed Opening: August 17, 2010 (first day for students)

Chief Operating Officer  
of Proposed Charter: Dr. James Young

Title: Executive Director

Daytime Telephone Number: (870) 456-0646

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



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

1371 (Total District Enrollment)

List the school districts from which students are expected to come.

DeWitt School District

Dumas School District

Stuttgart School District

## **B. GENERAL DESCRIPTION**

---

Gillett Heritage Academy will open in August, 2010, with 210 students enrolled in grades K-12. The proposed open enrollment charter school will be located in Gillett, Arkansas. The school will primarily serve students in Gillett, but any student eligible to attend public school in Arkansas may enroll. We will be dedicated to creating new, high quality public school choices for families in southwest Arkansas and especially suited for socioeconomically and educationally disadvantaged students. The school will be K-12 if feasible, with a cap of 450 students.

Gillett Heritage Academy will participate in an intensive remedial and proficiency program. The attributes of this program express the values inherent to our vision and continuum of local and global education. Our motto is a "Chance to Advance," and the plan is broken down in three steps. Our goal is to build a strong foundation in the primary years (elementary school) and then build educational structures in middle years (middle school), which will prepare all of our students for the third level of high school and then college entrance. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. Our concept of an educational continuum and of a coherent, broad-based curriculum will give the students in the Gillett area a choice for a great future. With the educational frameworks that GHA intends to use, teachers, students and parents will be able to draw confidently on a recognizable common educational framework, a consistent structure of aims and values and an overarching concept of how to develop local and global stability. A holistic learner profile will be at the heart of this common framework.

Gillett Heritage Academy will promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge by focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and the global concept of education. We will promote the principle of educating the whole person for a life of active, responsible citizenship. Underlying our vision is the concept of education of the whole person as a lifelong process, and stimulating the whole person as a lifelong learner. We, the students, and the parents are "Here to Achieve." We are committed to:

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.
- Integrate technical and academic education to prepare students for high school and post-secondary education in math, science and liberal arts fields.

- Increase the number of socially, economically, and educationally disadvantaged students in math and literacy who will succeed in high school and post-secondary education.
- Promote students who will be thoughtful, engaged and productive citizens.

Gillett Heritage Academy will promote the following educational foundations and essential characteristics:

### **College Focus**

The school will prepare students for success in college. According to the statistics, many of the socioeconomically and educationally disadvantaged students in the area begin to lose sight of their goals from fifth to eighth grade. Beginning as early as Kindergarten, students will learn about strategic planning for decisive college choices, along with the importance of an overall education. GHA will strive to build the skills, character and knowledge necessary to get them there. The eighth grade will participate in the Explorer program and the tenth in the ACT program which will prepare them for standard or higher entry level in college.

### **Standards-Driven, Research-Based, and Monitored Programs:**

Gillett Heritage Academy is anchored in grade level mastery objectives, state standards and frameworks which define what the students should know and be able to work proficiently at each particular grade level. High quality research based curricular programs, including NWEA, Renaissance Math, DIBELS (IDEL), FOSS, and the Pearson Core Knowledge will provide the foundation for instruction and enable students to meet ADE learning standards and benchmarks. To ensure that every child masters the work necessary to prepare them for high school and college, GHA will provide more time on task.

Effective schools use assessment to determine individual students needs, measure progress, and build a culture of achievement. Through the use of varied standardized and curricular assessments, teachers will be well informed on the instructional priorities of each student.

### **Professional Development**

The education program is only as good as the teachers teaching it and those who oversee its structure. We will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members, including a minimum of 10 professional development days each year. We place great value on a hard-earned reputation for quality, for high standards and for pedagogical leadership. We will achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers. Furthermore, all new teachers go through a rigorous program of professional development, and are provided with a wide variety of resources and development opportunities while they are challenged to constantly reflect upon and improve their practice.

## **D. REQUIRED INFORMATION**

---

### **1. Results of Public Hearing**

The public hearing was held on July 21, 2009. There were approximately 318 people in attendance. The meeting was called to order by Bill Menard, a representative of the Gillett Civic Group. Mr. Menard gave a brief update on the application status and the land options for the site of Gillett Heritage Academy. Dr. James Young presented a power point presentation regarding charter schools. He stressed the importance of the three F's Plan which means Facility, Finances and Foundation. He also discussed grant funding and state funding as well. At that time a question and answer session was held. The questions included topics such as board selection, when to purchase the land for the site of GHA, and a budget overview for GHA. All questions were addressed by Mr. Young and Mr. Menard. The meeting was adjourned.

Supporting evidence collected at this hearing includes sign-in sheets showing support for GHA as Attachment 2a – 2v (Required).

### **2. Documentation related to public hearing**

- A. The notice for this hearing was published in the DeWitt Era-Enterprise on July 2, July 9 and July 16, 2009. It was also published in the Dumas Clarion on July 1, July 8 and July 15, 2009. It was also published in the Stuttgart Daily Leader on July 1, July 7 and July 13, 2009.
- B. The notice was published in 12 point font. The ad was 3 ¾" by 4".
- C. The last publication date of the ad was July 15, 2009, 7 days prior to the public hearing held on July 21, 2009.
- D. Letters announcing the hearing were mailed to all superintendents from whom we may draw students, including all contiguous districts.

### **3. Governance Structure**

#### **Composition of the Board and Selection of Members**

The school will be governed by a Board. Founding Board members were appointed from a selection of nominees by the Gillett Civic Group, Inc. Board of Directors. All Board members share the vision and belief in the mission of the school and have the skills to provide oversight and direction to the school. Members of the governing board have expertise in education, community development, finances and school operations.

**Mr. Bill Menard** is a 1959 graduate of Gillett High School. He obtained an associate degree in mechanics from Arkansas Tech University in Russellville, AR. Mr. Menard is currently the owner and President of Menard Mfg. Company, Inc. He has served on the Farm Bureau

Insurance Board and the Farm Service Agency Board. He has fifteen prior years of experience on the Gillett Public School Board. He also taught seven years of computer programming at Philips County Community College. Mr. Menard will serve as a voting member of the Gillett Heritage Academy Board.

**Mr. Scott Place** is a 1971 graduate of Gillett High School. He obtained a Bachelor of Science degree in Agriculture with a minor in Manufacturing Technology from the University at Monticello. Mr. Place is a member of the Gillett Farmers & Businessmen Organization and has served as President, Vice President and Secretary. He has also served on the Farm Service Agency Committee for nineteen years. Mr. Place has also served three terms as a Trustee for the UMC Finance Committee. Mr. Place will serve as a voting member of the Gillett Heritage Academy Board.

**Mrs. Betty Trites** is a 1976 graduate of Dumas High School. She attended the University of Arkansas at Monticello. She has been employed at Merchants & Farmers Bank in Dumas, AR for thirty-one years. Mrs. Trites is currently an Executive Vice President and the Chief Lending Officer at Merchants & Farmers Bank. She has served on numerous Boards and has a vast amount of financial knowledge. Mrs. Trites will serve as a voting member of the Gillett Heritage Academy Board.

**Mrs. Carolyn Sullivan** is a 1962 honor graduate of Gillett High School. She attended the Arkansas State Teachers College and has multiple diplomas in banking education through the American Institute of Banking. Mrs. Sullivan has sixteen prior years of experience on the Gillett Public School Board. She attended a symposium for developing test on reading in Saint Louis, Mo. Mrs. Sullivan is currently employed by the DeWitt Hospital and Nursing Home where she is the Chairman of the Customer Service Committee. Mrs. Sullivan will serve as a voting member of the Gillett Heritage Academy Board.

**Mr. Jon Howell** is a 1964 graduate of Star City High School. He has obtained a Bachelor of Science & Education degree from the University of Arkansas at Monticello. Mr. Howell has also obtained a Master degree in Education from the University of Central Arkansas at Conway, AR. Mr. Howell has thirty-eight years of combined teaching and coaching experience at the following schools – Tillar, Grady, Fordyce, Mountain Pine and Gillett Public Schools. He was Principal of Gillett High School for twenty-one years and is currently retired from that position. Mr. Howell will serve as a voting member of the Gillett Heritage Academy Board.

**Mr. Steven Ringo** is a 1989 graduate of Dumas High School. He has attended the University of Arkansas at Monticello and Lambuth University in Jackson, TN where he is obtaining a degree in Agri-Business. Mr. Ringo is a Senior Fire Officer of the Gillett Fire Department. He is the Secretary of the Gillett Farmers & Businessmen Organization. He is the President of the Gillett Post Club and Vice President of the Gillett Civic Group, Inc. Mr. Ringo is currently Plant Operations Manager for Riceland Foods, Inc. for both the Dumas, AR and Gillett, AR facilities and has obtained a vast amount of knowledge and experience in management and problem solving. Mr. Ringo will serve as a non-voting alternate member of the Gillett Heritage Academy Board.



**Mr. Allen Clawson** is a 1984 graduate of Gillett High School. He is the Assistant Chief of the Tichnor Fire Department. Mr. Clawson has been employed with the State of Arkansas Wildlife Commission for twenty-one years. He was selected as the 2007 Wildlife Technician of the Year. Mr. Clawson has served on numerous committees and has experience in finances and budgets. He has supervised many projects and works well with the public. Mr. Clawson will serve as a non-voting alternate member of the Gillett Heritage Academy Board.

### **GHA Board Procedure**

The Board will consist of five voting members and two non-voting alternate members. The term for each member will be five years. Each member may serve up to three consecutive terms. The officers will be voted on among the GHA Board Members at their first official meeting. The officers will serve in an advancing rotation in the following order; President, Vice President, Secretary, Voting Member 1 and Voting Member 2. During this rotation the President will remain on the Board as Voting Member 2 for one year following his Presidency. The GHA Board will also appoint a First and Second Alternate. The First Alternate will fill any vacancy as needed on the GHA Board. When a vacancy occurs the First Alternate will advance to Voting Member 1, the Second Alternate will advance to First Alternate and a new Second Alternate will be appointed by the voting members of the GHA Board.

The advancing rotation of positions on the GHA Board is to ensure the public that the President of the GHA Board has no significant authority over any other member of the Board. This system also provides the First and Second Alternate time to gain knowledge and experience of Board responsibilities before advancing to a Voting Member position on the GHA Board. It also ensures the public that in the event of a vacancy in any circumstance that the First Alternate will have the expertise required to become a Voting Member.

### **Responsibilities of the GHA Board**

The responsibilities of the GHA Board members include the duty to monitor the implementation of the education program, policy and regulatory guidance. The Board is accountable for ensuring that all funding used to operate the school is in compliance with the charter and all applicable legal requirements. Additionally, the Board will exercise ultimate authority over the operation of Gillett Heritage Academy and is morally obligated to maintain the school's financial stability and integrity.

### **Governance**

The GHA Board exercises its responsibility and authority over school operations through the function of "governance" – the act of steering an organization by making decisions on matters of fundamental importance to its overall direction. Governance is the process whereby strategic direction is established, leaders are selected, authority is delegated, organizational health is safeguarded and performance is monitored. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations. In addition, the Board only has authority to govern as a group. By its very nature, a board is a collective and has no existence or authority other than as a

collective. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent delegated by the Board and legally permissible.

### **GHA Board Members**

The Board's governance role requires that the Board perform the following functions:

- **Strategic Oversight:** Through the charter application, the Board adopts and upholds the GHA mission and vision for the school.
- **Operational Oversight:** The Board oversees the operations of the school, while delegating day-to-day operational authority to the Director and administration of GHA.
- **Financial Oversight:** The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- **Personnel:** The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- **Contracts:** The Board approves all major contracts.
- **Consultant Support:** Board members use their individual skills, knowledge, expertise and/or community relationships to support the school.
- **Community Relationships:** Board members act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

### **Required Attributes of GHA Board Members**

An effective Board is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Members bring to the school, the Members must possess the right personal characteristics and attitudes for the job. Members with the following attributes will be able to work most effectively amongst themselves, and with the Gillett Civic Group Board of Directors and the administration of GHA, to successfully meet the challenges that the school will face.

- **Passionate and unwavering commitment to the school's mission.**
- **Shared vision for the school and the steps required to realize that vision as well as a strong belief in the GHA school design and curriculum.**
- **Expectation that all children can and will realize high levels of academic achievement**
- **Understanding of the promises contained in the school's charter.**
- **Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.**
- **Commitment to a partnership with the Gillett Civic Group Board of Directors and the GHA Administration.**

### **Meetings of the GHA Board**

The members of the GHA Board will hold monthly meetings to discuss any business, policies or issues of the school. Special meetings of the GHA Board may be called by the Board President at any time.

### **Gillett Civic Group, Inc.**

The Gillett Civic Group, Inc. is the founding entity of Gillett Heritage Academy. Although it's technical relationship with the Board is that of support, the success of GHA



depends on a partnership with the Gillett Civic Group, Inc. to provide accountability to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of the Gillett Civic Group, Inc. Board of Directors include the following:

- Administration: The Gillett Civic Group Board will review applicants and hire a Director for GHA. The Director will then review applicants for the remaining administration and staff of Gillett Heritage Academy. All applicants selected will then be submitted to the GHA Board for approval and issuance of contracts.
- Finances: The Gillett Civic Group, Inc. will continue to provide financial support for GHA through private donations, fundraisers and grant funding. In addition, the Gillett Civic Group Board will review the finances of Gillett Heritage Academy annually.
- Marketing: The Gillett Civic Group, Inc. will develop an initial marketing plan for recruiting and enrolling students using methods best suited to the local community.

### **Roles of Personnel**

The role of the administrator of the Academy is to:

- Oversee the day to day operations
- Oversee continuity of curriculum and alignment with Arkansas curriculum frameworks with not only horizontal alignment but vertical alignment as well
- Insure compliance with State and National regulations, laws, standards, and guidelines
- Keep abreast of curriculum changes at the State level
- Intervene as needed to insure the success of the Academy
- Communicate needs of the Academy to the Board

The role of the faculty is to:

- Communicate needs to administrators and/or parents
- Challenge students with progressive curriculum and rigorous assignments
- Act as a role model
- Teach while utilizing creative and innovative techniques
- Ensure discipline within the classroom

The role of the parents is to:

- Be involved in the student's life by following the Three R's of Parent Involvement.
  1. Reviewing homework for completion
  2. Requiring punctual attendance
  3. Representing your family during Academy functions
- Communicating to the Academy needs or concerns
- Visit the Academy as wanted or needed

The role of the students is to:

- Actively engage in learning to further academic and social skills
- Demonstrate interest in all aspects of learning essential to success and involvement in the community and entrance into college
- Complete assigned work promptly each day

- Progressively show leadership as they advance through the Academy

#### **4. Mission Statement**

Gillett Heritage Academy will prepare students to excel in high school, college, and beyond by providing a high-quality early childhood education. Gillett Heritage Academy will also focus on remediation ensuring student mastery of the core curriculum. Students will also be challenged and motivated to explore the latest technology in renewable resources and green technology thus preparing our graduates to succeed in this changing world.

We will fulfill this mission by providing:

- Rigorous academic curriculum that focuses on high level literacy, mathematics, foreign language, and technological skills.
- Classroom instruction and student support that effectively remediate weaknesses and accelerates the learning of all students making certain that No Student is Left Behind.
- Practiced and proven teachers' professional development program that allows us to effectively build and maintain a results driven curriculum and achievement oriented school culture.
- Meaningful parent involvement, support and training.

We will measure the goals of our mission by:

- The Gillett Heritage Academy will utilize ongoing progress monitoring of individual student learning integrated into the daily lessons to in turn form a process of accountability for faculty and students during this data analysis. Gillett Heritage Academy will also utilize ongoing and periodic data such as: Criterion -Referenced Tests (Benchmark and all End of Course Exams), Norm-Referenced Tests (Stanford 10, DIBELS, STAR assessment, etc.)
- These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### **5. Educational Need**

Students in the Gillett area schools, especially Dumas, are two or more years behind academically, and some have had poor school attendance records. The DeWitt School has been placed on alert because they could not meet the demanded achievement required by the state. The superintendent of the DeWitt District was quoted in the local paper as saying, "he was not concerned," about the schools condition. Although they are mandated by the state, there are no penalties for schools that do not score well. This is not true of charter schools. GHA will be designed to help these students catch up and reach proficiency at the very least, while the goal is advanced level, by the end of their third year at GHA. Those students who are severely educationally disadvantaged will meet and exceed adequate yearly progress (AYP) at Gillett Heritage Academy. The students will be prepared for success in our rigorous school program that, in turn, prepares them for success in high school and college.

There is a clear need for this kind of option in the area where we propose to open Gillett Heritage Academy. GHA will begin a strategic bus route to make sure all students in the area have a chance to attend. The charts and data below demonstrate the need for remediation and the severity of the problem in this area of the state. (Also See Attachment 12)

| <b>Statistics</b>                                      | <b>DeWitt District</b> | <b>DeWitt Elementary</b>  | <b>DeWitt Middle</b>      | <b>DeWitt High School</b> |
|--------------------------------------------------------|------------------------|---------------------------|---------------------------|---------------------------|
| Grade Range                                            | K-12                   | K-5                       | 6-8                       | 9-12                      |
| Total Enrollment                                       |                        | 585                       | 302                       | 361                       |
| District % of Students Eligible for Free/Reduced Meals | 55.6                   | 62                        | 56                        | 45                        |
| State % of Students Eligible for Free/Reduced Meals    | 53.59                  | 54.2                      | 54.2                      | 54.2                      |
| No. of Schools Accredited                              | 4                      | No                        | No                        | No                        |
| No. of Schools Accredited-Cited                        | 1                      | No                        | No                        | No                        |
| No. of Schools Accredited-Probation                    | 1                      | No                        | No                        | No                        |
| 2005 AYP Status                                        |                        | Meets Standards           | School Improvement-Year 2 | School Improvement-Year 1 |
| 2006 AYP Status                                        |                        | Meets Standards           | School Improvement: MS    | School Improvement: MS    |
| 2007 AYP Status                                        |                        | Meets Standards           | School Improvement: MS    | Meets Standards           |
| 2008 AYP Status                                        |                        | Alert                     | School Improvement-Year 3 | Alert                     |
|                                                        |                        |                           |                           |                           |
|                                                        |                        |                           |                           |                           |
| <b>Statistics</b>                                      | <b>Dumas District</b>  | <b>Central Elementary</b> | <b>Reed Elementary</b>    | <b>Dumas Junior High</b>  |
| Grade Range                                            | K-12                   | P-1                       | 2-4                       | 7-9                       |
| Total Enrollment                                       |                        | 275                       | 379                       | 328                       |
| District % of Students Eligible for Free/Reduced Meals | 80.1                   | 90                        | 81                        | 74                        |
| State % of Students Eligible for Free/Reduced Meals    | 53.59                  | 54.2                      | 54.2                      | 54.2                      |
| No. of Schools Accredited                              | 2                      | No                        | No                        | No                        |
| No. of Schools Accredited-Cited                        | 2                      | No                        | No                        | No                        |
| No. of Schools Accredited-Probation                    | 0                      | No                        | No                        | No                        |
| 2005 AYP Status                                        |                        |                           | Alert                     | Meets Standards           |
| 2006 AYP Status                                        |                        |                           | School Improvement-Year 1 | Meets Standards           |
| 2007 AYP Status                                        |                        |                           | School Improvement-Year 1 | Meets Standards           |
| 2008 AYP Status                                        | Alert                  | Alert                     | School Improvement-Year 2 | Meets Standards           |
|                                                        |                        |                           |                           |                           |

| <b>Statistics</b>                                      | <b>Stuttgart District</b> | <b>Park Avenue Elementary</b> | <b>Meekins Middle School</b> | <b>Stuttgart Junior High</b> |
|--------------------------------------------------------|---------------------------|-------------------------------|------------------------------|------------------------------|
| Grade Range                                            | K-12                      | K-4                           | 5-6                          | 7-8                          |
| Total Enrollment                                       |                           | 656                           | 264                          | 313                          |
| District % of Students Eligible for Free/Reduced Meals | 61.5                      | 68                            | 64                           | 60                           |
| State % of Students Eligible for Free/Reduced Meals    | 53.59                     | 54.2                          | 54.2                         | 54.2                         |
| No. of Schools Accredited                              | 4                         | No                            | No                           | No                           |
| No. of Schools Accredited-Cited                        | 0                         | No                            | No                           | No                           |
| No. of Schools Accredited-Probation                    | 0                         | No                            | No                           | No                           |
| 2005 AYP Status                                        |                           | Alert                         | Alert                        |                              |
| 2006 AYP Status                                        |                           | Meets Standards               | School Improvement-Year 1    |                              |
| 2007 AYP Status                                        |                           | Alert                         | School Improvement-Year 1    | Alert                        |
| 2008 AYP Status                                        | Meets Standards           | Meets Standards               | School Improvement-Year 2    | School Improvement-Year 1    |

### **School Improvement Status by District and Campus Levels**

|                                           |                                                           |                                                            |                                                         |                                                         |
|-------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| DeWitt SD<br>AYP-MS                       | Elementary<br>(ALERT)<br>► Math ALERT<br>► Literacy ALERT | Middle School<br>(SI_3)<br>► Math ALERT<br>► Literacy SI_4 | High School<br>(ALERT)<br>► Math MS<br>► Literacy ALERT |                                                         |
| DeWitt SD<br>Gillett Campus<br>AYP-MS     | Elementary (MS)<br>► Math MS<br>► Literacy MS             | High School (MS)<br>► Math MS<br>► Literacy MS             |                                                         |                                                         |
| DeWitt SD<br>Humphrey<br>Campus<br>AYP-MS | Elementary (MS)<br>► Math MS<br>► Literacy MS             |                                                            |                                                         |                                                         |
| Dumas SD<br>AYP-Alert                     | Elementary<br>(ALERT)<br>► Math MS<br>► Literacy ALERT    | Elementary (SI_2)<br>► Math SI_M<br>► Literacy SI_3        | Junior High MS<br>► Math ALERT<br>► Literacy ALERT      | High School<br>(SI_4)<br>► Math SI_4<br>► Literacy SI_3 |
| Stuttgart SD<br>AYP-MS                    | Elementary (MS)<br>► Math MS<br>► Literacy MS             | Middle School<br>(SI_2)<br>► Math MS<br>► Literacy SI_2    | Junior High<br>(SI_1)<br>► Math MS<br>► Literacy SI_1   | High School<br>(SI_2)<br>► Math MS<br>► Literacy SI_2   |

The need for another public school choice is underscored by academic and non-academic results from the area surrounding Gillett. Below are charts to show the Arkansas Augmented Benchmark Averages for the District in which Gillett Heritage Academy is proposed to locate as compared to the State in Science, Math, and Literacy. For many years Literacy has been the forefront of the education system leaving math and science in the background. The trend does not seem to be only for literacy, it is evidenced by the data that certain groups are also left in the background. Particularly black males in the middle school years are not achieving success in many of the subjects mandated by the State Department.

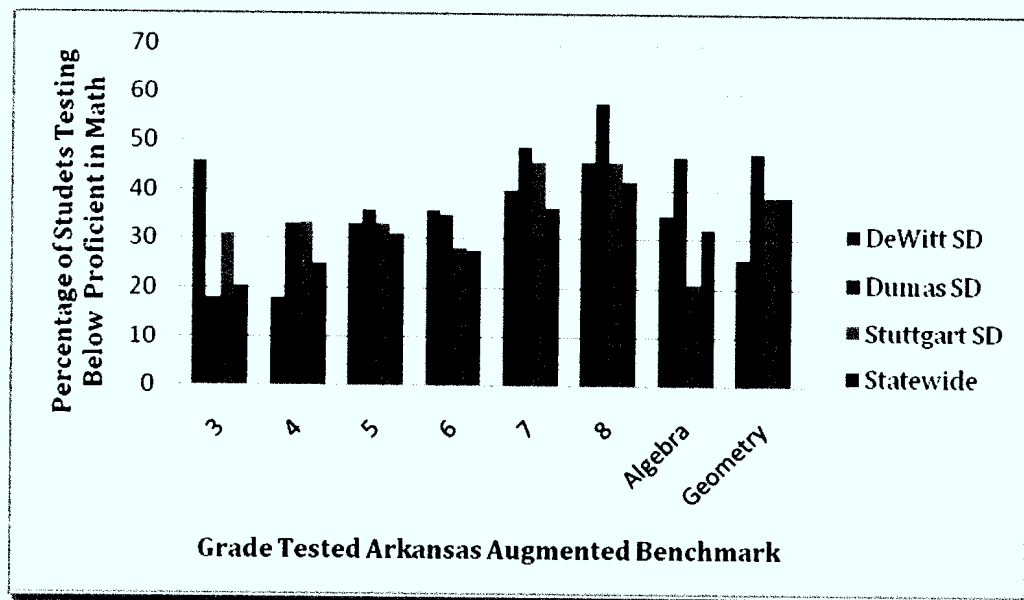
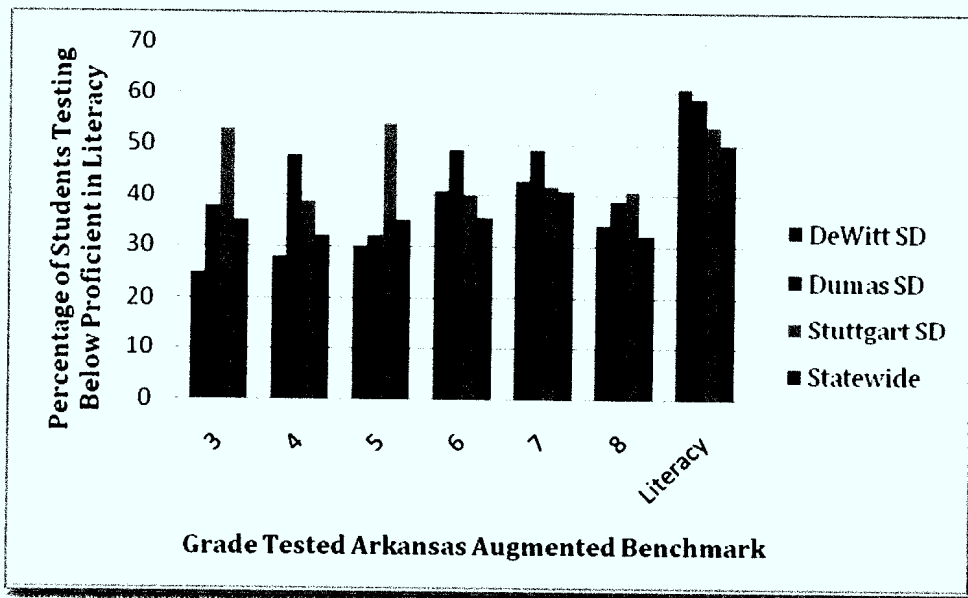
Across the board science education has become a field of education overlooked and under-taught, impacted especially by the fact of teacher shortages in this area in recent years. With this acknowledged, it is no surprise that the major educational deficit lies in the science programs. The State had averages from 61% to 66% under Proficient, while the Dumas and DeWitt School District had 80% to 100% under Proficient. The major problem that the Academy will focus on is the educational disadvantaged black students.

| <b>Percentage of Students Scoring Below Proficient in Science</b><br>(2008 Augmented Benchmark-<br>Dumas School District) |                 |                 |             |
|---------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-------------|
|                                                                                                                           | 5 <sup>th</sup> | 7 <sup>th</sup> | Biology     |
| <b>Dumas SD</b>                                                                                                           | <b>80</b>       | <b>88.9</b>     | <b>93.9</b> |
| <b>% African-American</b>                                                                                                 |                 |                 |             |
| Statewide                                                                                                                 | 86              | 91              | 90          |
| % African-American                                                                                                        |                 |                 |             |
| <b>Dumas SD</b>                                                                                                           | <b>83</b>       | <b>79</b>       | <b>86</b>   |
| <b>% Economic Disadvantaged</b>                                                                                           |                 |                 |             |
| Statewide                                                                                                                 | 73              | 78              | 80          |
| % Economic Disadvantaged                                                                                                  |                 |                 |             |
| <b>Dumas SD</b>                                                                                                           | <b>73.5</b>     | <b>79.5</b>     | <b>91</b>   |
| <b>% Male</b>                                                                                                             |                 |                 |             |
| Statewide                                                                                                                 | 60              | 63              | 66          |
| % Male                                                                                                                    |                 |                 |             |

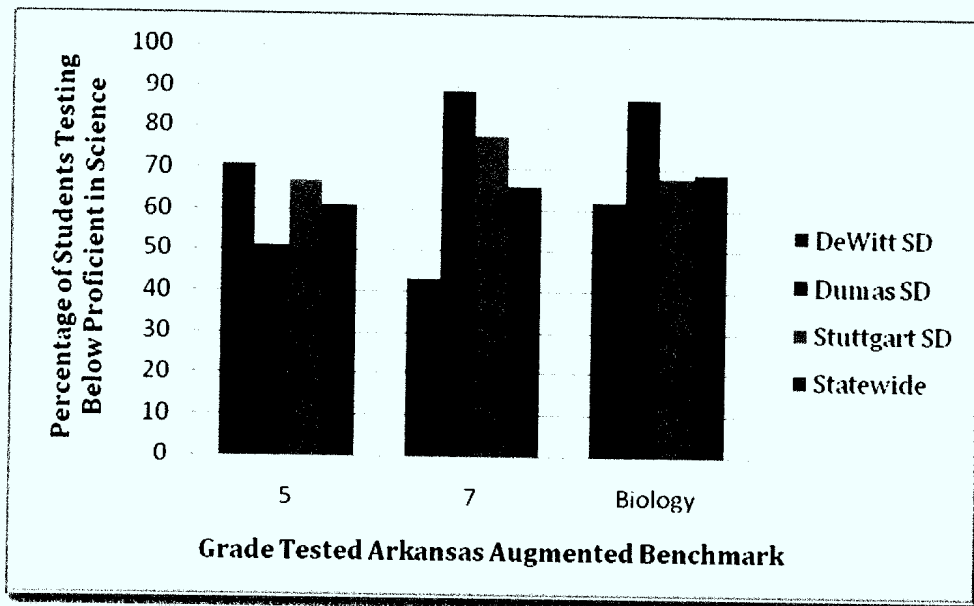
| <b>Percentage of Students Scoring Below Proficient in Science</b><br>(2008 Augmented Benchmark-<br>DeWitt School District) |                 |                 |             |
|----------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-------------|
|                                                                                                                            | 5 <sup>th</sup> | 7 <sup>th</sup> | Biology     |
| <b>DeWitt SD</b>                                                                                                           | <b>80</b>       | <b>95</b>       | <b>100</b>  |
| <b>% African-American</b>                                                                                                  |                 |                 |             |
| Statewide                                                                                                                  | 86              | 91              | 90          |
| % African-American                                                                                                         |                 |                 |             |
| <b>DeWitt SD</b>                                                                                                           | <b>82.7</b>     | <b>79.4</b>     | <b>90.5</b> |
| <b>% Economic Disadvantaged</b>                                                                                            |                 |                 |             |
| Statewide                                                                                                                  | 73              | 78              | 80          |
| % Economic Disadvantaged                                                                                                   |                 |                 |             |
| <b>DeWitt SD</b>                                                                                                           | <b>70.2</b>     | <b>67.7</b>     | <b>72.1</b> |
| <b>% Male</b>                                                                                                              |                 |                 |             |
| Statewide                                                                                                                  | 60              | 63              | 66          |
| % Male                                                                                                                     |                 |                 |             |

For many years Literacy has been the forefront of the education system leaving math and science in the background. This concentration on specific needs has not brought the schools in the area of concern up to the wanted standards. Below are charts showing the problems in these specific areas are still evident. Gillett Heritage Academy will serve students in the DeWitt and Dumas School Districts who are lacking in the skills to advance. The following tables and charts show the need for a charter school in the area.

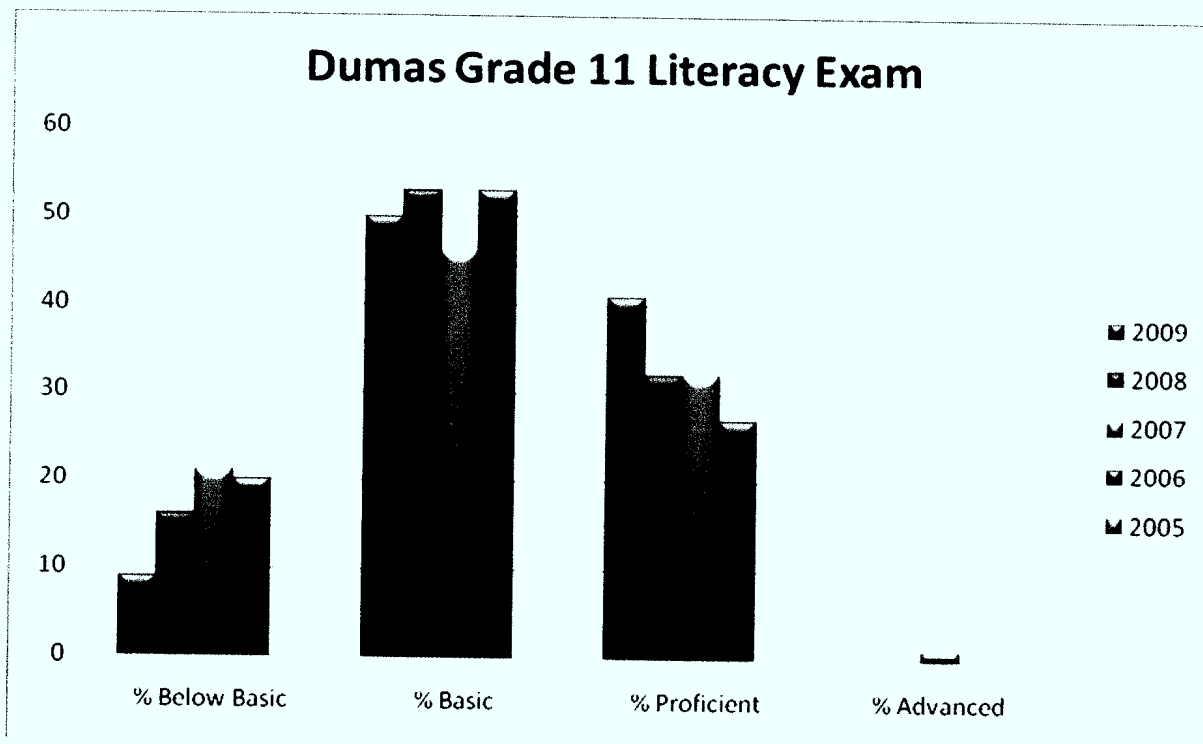








Data was collected from the [Arkansas School Performance Reports](#) website showing the Dumas Public School District's problem with Literacy. According to Literacy test scores taken over a three year period, there have been over 50% of African-American students placing basic or below basic in the Dumas Public School System. The chart below demonstrates the problem seen in the Literacy program at Dumas.



A high average of male students scored basic or below basic on the Literacy and Mathematics sections of the AR Benchmark exams, over the past four years. The Science section of the Arkansas exams was also evaluated and shows that from the years 2008-2009, above 80% of Black male students scored basic or below basic.

Also, scores for African American students were evaluated in the districts around Gillett. As the chart below shows, the average number of African American students scoring basic or below basic is significantly large.

| <b>Percentage of Students Scoring Below Proficient in Literacy</b><br>(2008 Augmented Benchmark-DeWitt School District) |              |              |                 |              |             |                               |             |
|-------------------------------------------------------------------------------------------------------------------------|--------------|--------------|-----------------|--------------|-------------|-------------------------------|-------------|
|                                                                                                                         | 3rd          | 4th          | 5 <sup>th</sup> | 6th          | 7th         | 8th                           | 11th        |
| <b>DeWitt SD<br/>% African-American</b>                                                                                 | <b>37.5</b>  | <b>36</b>    | <b>50</b>       | <b>68.5</b>  | <b>80</b>   | <b>&lt;10 students tested</b> | <b>57.5</b> |
| Statewide<br>% African-American                                                                                         | 35           | 32           | 35              | 35.6         | 41          | 32                            | 47.6        |
| <b>DeWitt SD<br/>% Economic Disadvantaged</b>                                                                           | <b>39.25</b> | <b>40</b>    | <b>53</b>       | <b>44</b>    | <b>71.5</b> | <b>38.75</b>                  | <b>72</b>   |
| Statewide<br>% Economic Disadvantaged                                                                                   | 45.6         | 42           | 46              | 48           | 54.6        | 44                            | 63          |
| <b>DeWitt SD<br/>% Male</b>                                                                                             | <b>45.25</b> | <b>34.75</b> | <b>55.5</b>     | <b>44.75</b> | <b>66</b>   | <b>40</b>                     | <b>63</b>   |
| Statewide<br>% Male                                                                                                     | 41           | 38           | 41              | 41           | 49.6        | 38.6                          | 54          |

The chart below shows how the majority of the students in the Dumas school district are not reaching proficiency on the Arkansas Augmented Benchmark Exam as compared to the rest of the State.

| <b>Percentage of Students Scoring Below Proficient in Literacy</b><br>(2008 Augmented Benchmark-Dumas School District) |           |           |                               |                               |              |             |           |
|------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-------------------------------|-------------------------------|--------------|-------------|-----------|
|                                                                                                                        | 3rd       | 4th       | 5th                           | 6th                           | 7th          | 8th         | 11th      |
| <b>Dumas SD<br/>% African-American</b>                                                                                 | <b>44</b> | <b>52</b> | <b>&lt;10 students tested</b> | <b>&lt;10 students tested</b> | <b>66.75</b> | <b>48</b>   | <b>80</b> |
| Statewide<br>% African-American                                                                                        | 35        | 32        | 35                            | 35.6                          | 41           | 32          | 47.6      |
| <b>Dumas SD<br/>% Economic</b>                                                                                         | <b>48</b> | <b>51</b> | <b>&lt;10 students</b>        | <b>&lt;10 students</b>        | <b>63.5</b>  | <b>45.5</b> | <b>78</b> |

|                                                                                                                           |      |       |                           |                           |       |      |         |          |
|---------------------------------------------------------------------------------------------------------------------------|------|-------|---------------------------|---------------------------|-------|------|---------|----------|
| <b>Disadvantaged</b>                                                                                                      |      |       | tested                    | tested                    |       |      |         |          |
| Statewide<br>% Economic<br>Disadvantaged                                                                                  | 45.6 | 42    | 46                        | 48                        | 54.6  | 44   | 63      |          |
| Dumas SD<br>% Male                                                                                                        | 46   | 49.5  | <10<br>students<br>tested | <10<br>students<br>tested | 65.5  | 48   | 71      |          |
| Statewide<br>% Male                                                                                                       | 41   | 38    | 41                        | 41                        | 49.6  | 38.6 | 54      |          |
| <b>Percentage of Students Scoring Below Proficient in Mathematics</b><br>(2008 Augmented Benchmark-Dumas School District) |      |       |                           |                           |       |      |         |          |
|                                                                                                                           | 3rd  | 4th   | 5th                       | 6th                       | 7th   | 8th  | Algebra | Geometry |
| Dumas SD<br>% African-<br>American                                                                                        | 13.5 | 50    | <10<br>students<br>tested | <10<br>students<br>tested | 62.50 | 70.5 | 53.50   | 73       |
| Statewide<br>% African-<br>American                                                                                       | 37   | 45    | 52.5                      | 49                        | 62    | 67   | 56      | 69       |
| Dumas SD<br>% Economic<br>Disadvantaged                                                                                   | 15   | 25.75 | <10<br>students<br>tested | <10<br>students<br>tested | 53    | 71   | 53      | 59.5     |
| Statewide<br>% Economic<br>Disadvantaged                                                                                  | 28   | 16.75 | 42                        | 37                        | 49    | 55   | 43.5    | 51       |
| Dumas SD<br>% Male                                                                                                        | 13.5 | 32.5  | <10<br>students<br>tested | <10<br>students<br>tested | 61.5  | 55.5 | 39      | 59.5     |
| Statewide<br>% Male                                                                                                       | 21   | 26    | 34                        | 29                        | 40    | 42.5 | 35      | 37       |

Even when the school district has provided Literacy programs, the evidence proves the students in the proposed area of the GHA are not reaching adequate Proficiency. Therefore the need for a school that can focus on progress monitoring and needs assessment with lower classroom ratios is great. Gillett Heritage Academy will prepare each student for high school and college. The faculty will also help each student with the college entrance process to produce 100% college bound students.

Our focus will be on preparing children for success in high school and college. To ensure that all students are making continuous progress toward this over arching goal, we will use a comprehensive assessment system, including diagnostic assessments, criterion referenced classroom and standardized assessments, formative and summative assessments, and norm referenced assessments, to provide a complete picture of overall school and grade level progress as well as individual student progress.

Gillett Heritage Academy will use the NWEA Measures of Academic Progress (MAP) to measure progress over the course of a year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students' reading, language, and math achievement. Results are defined by a child's RIT score as well as percentile rank.

NWEA provides immediate and specific feedback to teachers and administrators as



well as the overall network about students' instructional levels and needs. This data also provides projected state proficiency levels across a spectrum of skills/learning outcomes. The target growth goal for Gillett Heritage Academy schools 2010-2011 will be 10 RIT points.

## **6. Educational Program**

The program design of GHA is to ensure that the school is attaining its mission by preparing students for the area and state high schools. Gillett Heritage Academy believes in our motto a "Chance to Advance." Based on the demographics of our target population, we are expecting and are prepared for the challenge of getting students on grade level and beyond. The educational program is designed to meet certain goals for disadvantaged students.

- Students will possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, social studies, and language arts.
- Students will be effective and confident communicators.
- Students will be critical thinkers and problem solvers.
- Students will have an appreciation for the humanities and show respect for diverse cultures.
- Students will possess a life-long love of learning.
- Students will possess a strong desire to serve the community in which they live.
- Students will have the discipline, dedication, and desire to achieve their highest aspirations and dreams.

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

- Holistic education
- "Hands On" learning
- Direct whole-class instruction
- Indirect whole-class instruction
- Instruction incorporating various learning modalities
- Instruction adapted to multiple intelligences
- Teacher-directed small group instruction
- One-on-one teacher instruction
- Cooperative learning
- Peer tutoring
- Computer activities

- Educational and motivational field lessons
- Whole body multi-sensory instruction such as raps, songs, chants, and dances
- Phonetic-based instruction
- Balanced literary instruction
- Project-based learning
- Discovery learning
- Call and response
- Role-playing

Gillett Heritage Academy will follow the local school district's calendar to some extent. During this time, those groups will become acquainted with the procedures and expectations demanded throughout the year. Students will also be immersed in the school's culture. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of reading, writing, math, science, and social studies. The summer session will also be a time when the process of team building begins. Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team.

We believe that, in addition to using educationally sound teaching strategies, more time is required to accomplish our ambitious goals. The school's students will be in school from 7:30 a.m. through 4:00 p.m. each weekday. Students will receive nearly eight hours of math instruction, nearly eight hours of English language arts instruction, four hours of social studies, and five hours of science instruction every week. Students will also spend one hour of each day reading. Students who are unable to read independently will receive individualized instruction during this period. (Seventh and eighth graders may use the time for independent study or further enrichment.) An average week's schedule also includes physical education and enrichment activities such as art, music, and foreign language. Additional time will be spent on team and character building activities such as student presentations, spelling or geography bees, guest speakers, plays, and other activities. We believe bringing the student body together once every week is critical to maintaining a supportive family environment at our school.

It is crucial that not only students use their time effectively but teachers do as well. Teachers are expected to meet prior to the school year for a minimum of one week to plan for the school year. Teachers will use this time to design their goals, objectives, and curriculum for the upcoming school year. The teachers will work on these designs horizontally within their grade level and, after year one, vertically across grade levels. It is also a time when teachers and administrators will work together to design the most efficient and effective policies, practices, procedures, and schedules for the school. Teachers will also have team planning time each week, when teachers will work together to refine, share, and develop effective teaching strategies. There will be continuous vertical and horizontal curriculum planning to ensure consistency between the grade levels and cross-curricular development in each grade. The team planning sessions will also be supplemented with periodic after school planning periods. In addition, GHA teachers may provide help or assistance to parents if needed during certain school hours, such as family support services, GED classes, and ESL classes.

Students who choose to attend Gillett Heritage Academy will increase their opportunities for quality education in innumerable ways. The superior level of teaching, the extended time, and the level of dedication by the school will provide learning opportunities to students who are not successful under the traditional school model. Our strong interaction with the community will also provide extended opportunities for quality education.

### **At-risk students**

Since GHA will be working with a majority of below proficient and “at-risk” students, it will use a variety of techniques and resources based on accepted research findings to ensure success. Teachers will begin by using a variety of teaching strategies that have been proven effective for students who are substantially below grade level. Often students who are “at-risk” are kinesthetic and tactile learners whose needs have not been met in the past. To directly address the needs of these students, we will place particular emphasis on whole body multi-sensory instruction, role-playing, call and response, and other highly energetic and active techniques.

Gillett Heritage Academy will spend more time on task, which we believe is critical to bringing students up to grade level and beyond. Students are required to attend school from 7:30 a.m. to 4:00 p.m. each weekday. Students will also have the option of staying, or may be required to stay, after school to receive additional help or instruction. We plan to work closely with parents and community members to make sure that all the students are achieving the results and goals we hope to attain. The school wants to foster a supportive family environment inside the classroom and throughout the school and community. We want the students to have pride in themselves, their school, their family, their heritage, and their community. A copy of the daily schedule for k-12<sup>th</sup> grades are added as attachments.

GHA students will pursue rigorous college prep courses (Smart Core), and additional electives in science, technology, fine arts, etc. on and above the high school level. We will work with local colleges for concurrent courses and other technical classes. The structure of compulsory school attendance laws strengthens student’s early success in college, and makes it likely that the number of students completing four year degrees will increase. Another strong point of collegiate programs operated within existing high schools, is that they provide more equitable access to higher education.

### **7. Measurable Goals: Collecting, Profiling, and Analyzing Data**

The Gillett Heritage Academy in forming a complex interdisciplinary charter school will utilize many different forms of tools and progress monitoring to assess student achievement. An important key to our school design is the involvement of both Academic Data and Non-Academic Data.

#### **Academic Data**

As suggested by the Arkansas State Department of Education the Gillett Heritage Academy will maintain the most current three year history of data that is available for each student enrolled in the Academy. This will be detailed in the yearly ACSIP. **Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)**

- **Criterion-Referenced Tests / Benchmark Exams**  
**Grade Level Benchmark, and all End of Course Exams**

- **Norm-Referenced Tests**

*The Gillett Heritage Academy will administer the following tools and progress monitoring*

- QUALLS – Kindergarten (entrance Exam, window for testing is typically Aug-Sept)
- Mid Year Exam (window for testing typically January)



- Algebra I, Algebra II, Geometry, Biology
- Grade 11 Literacy and Alternate Portfolios (window for testing is typically March)
- The following assessments are typically taken within an April window:
  - SAT 10- 1<sup>st</sup>, 2<sup>nd</sup>, and 9<sup>th</sup> grade
  - MAT8- Kindergarten
  - Augmented Benchmark for grades 3-8
- End Course Geometry, Algebra I, Algebra II, Biology
- DIBELS – ongoing progress monitoring with inclusive end of year Benchmark
- Explore and ACT
- AIMSweb – ongoing progress monitoring with inclusive end of year Benchmark
- STAR

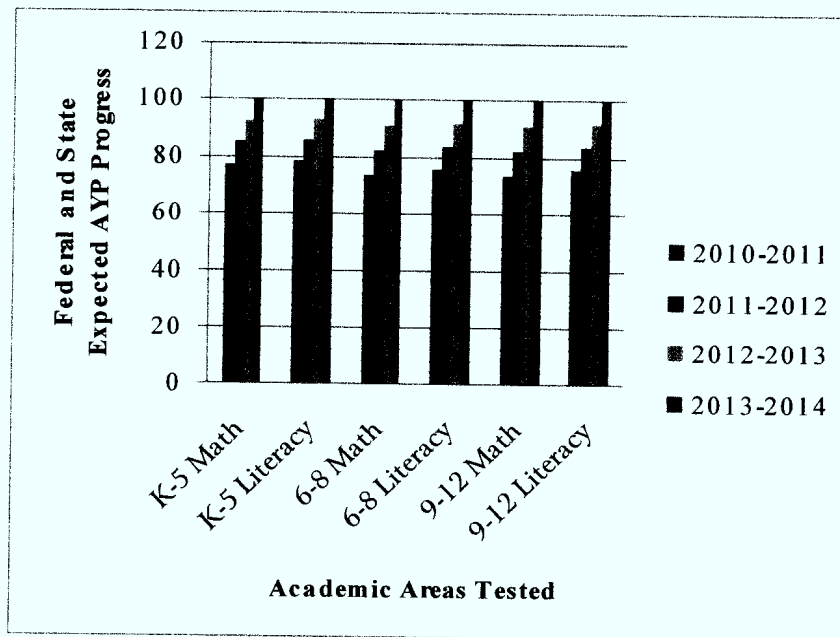
A key part of the philosophy of the Academy is to develop the whole child through reflective self-understanding, in response to this very important element we must implement a way to analyze the data our students and faculty offer which may not be considered directly academic. In turn, correct data analysis, interventions, actions, and plans will lead into alignment of our ACSIP. At the Gillett Heritage Academy we strive to develop an intensive and highly effective overall program. The only way to do this is to include the following sets of data into our pathway to achievement.

#### **Non-Academic Data**

As suggested by the Arkansas State Department of Education the Gillett Heritage Academy will maintain the most current three year history of data that is available for each student enrolled in the Academy.

- Graduation Rate (9-12) of area Districts
- Drop Out Rate of area Districts
- Average Daily Attendance (K-12) used in AYP accountability
- Professional Development
- Technology Data
- Any Other Optional Data (such as Parent Volunteer Rate, etc.)

#### **No Child Left Behind Annual Expected Performance Levels (to be in ACSIP) Assessment of Progress**



- All students will participate in the appropriate grade- level State Mandated testing. The Gillett Heritage Academy will perform the States testing at the appropriate time during the school year.
- Students who do not pass the test at proficient status will be required to follow intensive intervention to ensure success during the following year.
- Parent Involvement is a key component to the success of a student and the parent/guardian will be an active member of the intervention team. The need to involve parents is tremendous. The parents at the Gillett Heritage Academy are offered different trainings at periodic times throughout the year, such as training in Math to give them skills to help with homework. Our parents also have the liberty to use our Parent Resource Center.
- Professional Development is also a very important factor for the success rate of the development and implementation of academic programs within the Academy. Professional Development is constantly reviewed to ensure that the faculty is continually maximizing student achievement.

### **Academic Focus Factors**

#### **Literacy**

- All students will be expected to meet the State and Federal NCLB chart above.
- Students who cannot meet the AYP progress will enter intervention according to the level of need. See Chart Below \*Model of Student Services\*
- All students in the Gillett Heritage Academy will be in a progress monitoring program for each grade level for Literacy using the DIBELS, STAR, and AIMSweb.
- Students enrolled in the Gillett Heritage Academy will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Augmented Benchmark Exams in Literacy.

- All students will be monitored through the NWEA program.

### **Mathematics**

- All students will be expected to meet the State and Federal NCLB chart above.
- Students who cannot meet the AYP progress will enter intervention according to the level of need. See Chart \* Student Services\*
- All students in the Gillett Heritage Academy will be a progress monitoring program for each grade level for Mathematics using the DIBELS, STAR, and AIMS web.
- Students enrolled in the Gillett Heritage Academy will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Augmented Benchmark Exams in Mathematics.

### **The Gillett Heritage Academy Model of Student Services**

| <b>Academic Services</b>                                                                                                                                                                                         | <b>Behavioral Services</b>                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Universal Interventions</b> <ul style="list-style-type: none"> <li>* <i>All students</i></li> <li>* <i>Preventative and Proactive</i></li> </ul>                                                              | <b>Universal Interventions</b> <ul style="list-style-type: none"> <li>* <i>All settings, All students</i></li> <li>* <i>Preventative and Proactive</i></li> </ul>                                          |
| <b>Targeted Interventions</b> <ul style="list-style-type: none"> <li>* <i>Some students (at risk)</i></li> <li>* <i>High efficiency</i></li> <li>* <i>Rapid response</i></li> </ul>                              | <b>Targeted Interventions</b> <ul style="list-style-type: none"> <li>* <i>Some students (at risk)</i></li> <li>* <i>High efficiency</i></li> <li>* <i>Rapid response</i></li> </ul>                        |
| <b>Intensive, Individual Interventions</b> <ul style="list-style-type: none"> <li>* <i>Individual Students</i></li> <li>* <i>Assessment-based</i></li> <li>* <i>High Intensity of longer duration</i></li> </ul> | <b>Intensive, Individual Interventions</b> <ul style="list-style-type: none"> <li>* <i>Individual Students</i></li> <li>* <i>Assessment-based</i></li> <li>* <i>Intense, durable procedures</i></li> </ul> |

Student services may be profiled for an individual due to State Mandated testing or progress monitoring. Students may move up or down the intervention tier group as needed. If a student shows significant gains during intervention, and can maintain the gains for the specified time of the program, the student will be able to be removed from intervention. All data and statistical information, along with interventions will be found in the school's yearly ACSIP.

### **The Gillett Heritage Academy District Efficiency Goals**

In order for every district to operate smoothly it must have a detailed plan in place. The plan must be monitored and evaluated often. Stakeholders within the district are called upon periodically to select priorities and set goals, and then to develop action to achieve the aforementioned. The keys to all of this are data collection, profiling and analysis. Below are highlights of what the Gillett Heritage Academy expects from all parties involved in the future of the Academy.

| <b>Gillett Heritage Efficiency Goals</b> | <b>Measurement</b> |
|------------------------------------------|--------------------|
| <b>Student</b>                           |                    |

---

**Goal 1: All students will be prepared as proficient intercultural students who are fully prepared to succeed in college.**

**Goal 2: All students will be proficient in a 2<sup>nd</sup> language. The Gillett Heritage Academy will offer Spanish to all students from K-12<sup>th</sup>.**

#### **School**

**Goal 3: The Academy's programs and operation will be at the level with which parents/guardians will demonstrate satisfaction.**

**Goal 4: The Academy will increase enrollment yearly.**

**Goal 5: The Gillett Heritage Academy will seek and retain Licensed, Highly Qualified and Talented Faculty.**

- The Gillett Heritage Academy will have a graduation rate of 95% or higher from high school.
  - All students will graduate with the skills to be proficient on to a college level.
  - Students will be responsible for coursework.
  - Students will learn cultural and background information about Hispanics.
  - Upon leaving the Academy students will not only speak, read and understand Spanish, but they will genuinely understand the culture from which it originates.
  - Parents will return surveys each year, and after each function for data analysis and evaluation.
  - 100% family participation is expected at parent-teacher conferences.
  - The Academy will strive to fill 90% enrollment seats within the first year of opening, and will increase each subsequent year.
  - Preference for enrollment will be given to children of Founding Board members.
  - The average daily attendance will be at least 95%.
  - The Academy will seek and retain faculty members who can integrate an intercultural learning atmosphere with the core academic content areas.
  - Faculty will be monitored for desire to demonstrate new principles and ideas, so that student academic success is achieved.
- 

It is vitally important that our students are successful on the tests that determine academic success in Arkansas, the Stanford 10 and the criterion-referenced Augmented Benchmark Assessments. In addition, we have incorporated several in-house assessments that allow us to give students feedback on their progress in the arts.

#### **Goals in Reading**

- Students taking the SAT -10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's reading exam (where applicable)."
- Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in literacy than students in schools in the Columbia County area with comparable demographic compositions.
- At the end of its third year, the school will meet its AYP Targets in literacy.
- Among students who have spent three full years at the school, disaggregation of Stanford-I 0 data will show no Significant difference between groups of students in different demographic groups within the school on the reading test (for students taking this test).
- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8<sup>th</sup> grade proficiency in reading will increase by 10% each year as measured via the NWEA.

### **Goals in Reading Comprehension**

- All students who have spent two full years at the school will demonstrate the ability to select a reading strategy (determining importance, using inferences, asking questions, summarizing and synthesizing, activating prior knowledge, etc.) and apply it on internally created assessments, scored by rubrics.
- All students who have spent two full years at the school will generate evidence of daily reading and successful participation in grade-level appropriate reading activities (author studies, discussions, etc.) indicated through reading logs by earning passing grades on Gillett Heritage Academy standards.
- 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Augmented Benchmark Exams in literacy.

## **8. Curriculum Alignment Process**

Gillett Heritage Academy recognizes the Arkansas Curriculum Frameworks established by the Arkansas Department of Education. The Academy will ensure that all state goals and objectives relative to curriculum are aligned horizontally and vertically. Alignment will be processed through professional development with teachers under the direction of the Academy's principal. As a measurement of success each teacher will be responsible for a monthly skills calendar detailing the frameworks to be taught. The skills calendar will not only keep faculty on target, but will provide assurance that all frameworks are taught and that they are taught in a timely manner. The skills calendar shall be due to the principal by each teacher as follows: First Semester by ending of summer professional development, Second Semester before school recess at Christmas Break. Horizontal alignment is important to ensure all subject areas are covered within each grade, and vertical alignment is important to achieve success as students pass on throughout the Academy's system. Teacher daily lesson plans will be turned in weekly and will note frameworks accordingly.

Students of Gillett Heritage Academy will demonstrate knowledge of the standards and the learning expectations throughout the frameworks daily within each lesson. Student work will reflect frameworks and will be posted throughout the school and classrooms for faculty and visitors. Knowledge will also be evidenced by performance on all state mandated testing.



## 9. Geographical Area Served

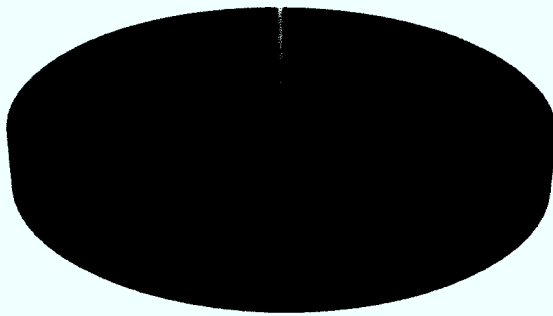
Gillett Heritage Academy is focused on students in the central and southern part of Arkansas County. The main emphasis will be in the city of Gillett. This area would include the DeWitt School District and possibly the Dumas School District. Gillett Heritage Academy will be an Open Enrollment Public Charter School. This implies that our geographical area will not be bound by district constraints and will allow student enrollment from all areas of the state of Arkansas. Gillett Heritage Academy will be located on 10 acres of the Northeast Quarter of Section 6, Township 7 South, Range 3 West approximately at the East end of Main Street in the city of Gillett in Arkansas county which is in the heart of the Delta Region of the state.

The contiguous school districts that may be affected are DeWitt, Dumas and Stuttgart. The total K-12 enrollment for the DeWitt School District is 1,450 students, for the Dumas School District is 1,578 students and for the Stuttgart School District is 1,808 students as of October 1, 2008. The total enrollment for all three affected school districts is 4,836 students. Gillett Heritage Academy is expected to enroll approximately 210 students. That is approximately 4.3% of the total enrollment from the affected school districts. We feel that of this small percentage we may draw more students from the DeWitt School District due to the close proximity of Gillett Heritage Academy to students who reside in Gillett. We also expect to draw a small portion of students from the Dumas School District due to poor academic performance.

|                                                 | Arkansas County | Desha County |
|-------------------------------------------------|-----------------|--------------|
| Population                                      | 19,236          | 13,538       |
| Female persons, percent                         | 52.50%          | 53.30%       |
| White persons, percent                          | 73.50%          | 50.40%       |
| Black persons, percent                          | 24.90%          | 47.80%       |
| American Indian/Alaska Native, percent          | 0.02%           | 0.40%        |
| Asian persons, percent                          | 0.04%           | 0.40%        |
| Native Hawaiian/other Pacific Islander, percent | Z               | Z            |
| Persons reporting two or more races, percent    | 0.09%           | 0.90%        |
| Persons of Hispanic or Latino origin, percent   | 1.30%           | 4.10%        |
| White persons not Hispanic, percent             | 72.40%          | 47.10%       |
| High school graduates percent of persons 25+    | 72.40%          | 65.00%       |
| Bachelor's degree or higher, percent 25+        | 12.40%          | 11.10%       |

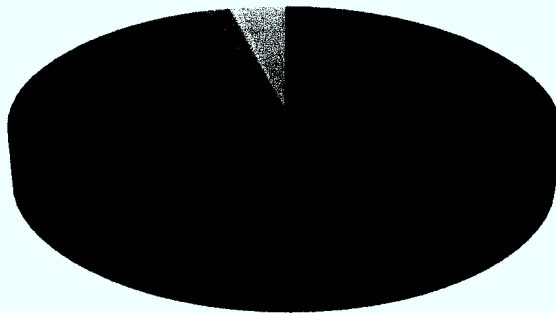


### Gillett Population-2000 Census



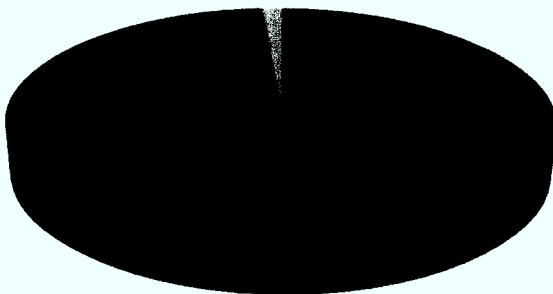
- White
- African-American
- American Indian and Alaska native
- Asian
- Native Hawaiian and other Pacific Islander
- Some other race

### Dumas Population-2000 Census



- White
- African-American
- American Indian and Alaska native
- Asian
- Native Hawaiian and other Pacific Islander
- Some other race

### Stuttgart Population-2000 Census



- White
- African-American
- American Indian and Alaska native
- Asian
- Native Hawaiian and other Pacific Islander
- Some other race

As pertains to the most affected district, which we predict to be DeWitt School District, the main concern is the population of students we will receive from the district and how we will

help each student achieve success. According to research gained from the ALERT data, boys from the Dumas District are suffering to a point of large gaps. According to the charts throughout this application the Overall evaluation of the mean differences in trend data indicates that DeWitt and Dumas School District is not impacting the achievement gap. This data is representative of a large educational achievement gap. The focus is repetitively returning to the black male students. Gillett Heritage Academy will ensure all students have a “Chance to Advance.” Through rigorous activities and progress monitoring, the black male population will show gains instead of the large achievement gaps as shown below as compared to the females.

The difference within race on the ALERT data provided by NORMES also makes it evident that the black males have fallen through the cracks and been left behind in the surrounding districts as well. See chart below. The Gillett Heritage Academy will strive to close the achievement gap quickly and make gains immediate. With frequent progress monitoring students cannot be left behind and everyone will have a “Chance to Advance.”

| <b>Percentage of Students Scoring Below Proficient in Literacy</b><br>(2008 Augmented Benchmark-Dumas School District)    |             |                 |                                       |                                       |              |             |                           |
|---------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|---------------------------------------|---------------------------------------|--------------|-------------|---------------------------|
|                                                                                                                           | 3rd         | 4 <sup>th</sup> | 5th                                   | 6th                                   | 7th          | 8th         | 11th                      |
| <b>Dumas SD<br/>% African-American</b>                                                                                    | <b>44</b>   | <b>52</b>       | <b>&lt;10<br/>students<br/>tested</b> | <b>&lt;10<br/>students<br/>tested</b> | <b>66.75</b> | <b>48</b>   | <b>80</b>                 |
| Statewide<br>% African-American                                                                                           | 35          | 32              | 35                                    | 35.6                                  | 41           | 32          | 47.6                      |
| <b>Dumas SD<br/>% Economic<br/>Disadvantaged</b>                                                                          | <b>48</b>   | <b>51</b>       | <b>&lt;10<br/>students<br/>tested</b> | <b>&lt;10<br/>students<br/>tested</b> | <b>63.5</b>  | <b>45.5</b> | <b>78</b>                 |
| Statewide<br>% Economic<br>Disadvantaged                                                                                  | 45.6        | 42              | 46                                    | 48                                    | 54.6         | 44          | 63                        |
| <b>Dumas SD<br/>% Male</b>                                                                                                | <b>46</b>   | <b>49.5</b>     | <b>&lt;10<br/>students<br/>tested</b> | <b>&lt;10<br/>students<br/>tested</b> | <b>65.5</b>  | <b>48</b>   | <b>71</b>                 |
| Statewide<br>% Male                                                                                                       | 41          | 38              | 41                                    | 41                                    | 49.6         | 38.6        | 54                        |
|                                                                                                                           |             |                 |                                       |                                       |              |             |                           |
| <b>Percentage of Students Scoring Below Proficient in Mathematics</b><br>(2008 Augmented Benchmark-Dumas School District) |             |                 |                                       |                                       |              |             |                           |
|                                                                                                                           | 3rd         | 4 <sup>th</sup> | 5th                                   | 6th                                   | 7th          | 8th         | Algebra<br>Geometry       |
| <b>Dumas SD<br/>% African-American</b>                                                                                    | <b>13.5</b> | <b>50</b>       | <b>&lt;10<br/>students<br/>tested</b> | <b>&lt;10<br/>students<br/>tested</b> | <b>62.50</b> | <b>70.5</b> | <b>53.50</b><br><b>73</b> |
| Statewide<br>% African-American                                                                                           | 37          | 45              | 52.5                                  | 49                                    | 62           | 67          | 56<br>69                  |
| <b>Dumas SD<br/>% Economic<br/>Disadvantaged</b>                                                                          | <b>15</b>   | <b>25.75</b>    | <b>&lt;10<br/>students<br/>tested</b> | <b>&lt;10<br/>students<br/>tested</b> | <b>53</b>    | <b>71</b>   | <b>53</b><br><b>59.5</b>  |
| Statewide                                                                                                                 | 28          | 16.75           | 42                                    | 37                                    | 49           | 55          | 43.5<br>51                |

|                          |      |      |                     |                     |      |      |    |      |
|--------------------------|------|------|---------------------|---------------------|------|------|----|------|
| % Economic Disadvantaged |      |      |                     |                     |      |      |    |      |
| Dumas SD % Male          | 13.5 | 32.5 | <10 students tested | <10 students tested | 61.5 | 55.5 | 39 | 59.5 |
| Statewide % Male         | 21   | 26   | 34                  | 29                  | 40   | 42.5 | 35 | 37   |

## 10. Performance Annual Report

Accountability is of vital importance to a high-functioning school. Gillett Heritage Academy will ensure that its program is fully accountable to all stakeholders in a variety of ways. However, the primary method of gathering academic data will be through multiple measures that include testing, surveys, and rubrics that apply to specific assignments. All educational data and statistics will be presented at the annual public meeting and included in the ACSIP.

The director will use data from all of these assessments to prepare an annual report to be released to all parents and interested community members. The report will include test data from the school and will compare each year's efforts and progress to the school's earlier marks. It will also include information on all other key parts of the school, from Board performance to fundraising to teacher and student successes in individual classrooms. Gillett Heritage Academy agrees to provide a report at the end of each school year to parents the community the local school board and the state board indicating progress toward meeting the performance objectives as stated in this charter. We will also publish each annual report by November 15<sup>th</sup> each year in a local newspaper as required by state law.

## 11. Enrollment Criteria and Selection Processes

In accordance with federal laws, no student will be denied admission to Gillett Heritage Academy based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

In the event that more students apply to the school than can be accommodated, under the terms of the charter, GHA will use a random anonymous student selection method. This method will be a lottery conducted by one or more of the board members. The total number of students admitted to the school will not exceed 450 without formally amending this charter. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the



founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

In year two and thereafter, first preference will be given to returning students, who will automatically be assigned a space within the school. The next preference will be given to siblings of students already enrolled in the School. For definition, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or 2) by legal adoption. Step-siblings will be considered siblings as well.

In compliance with federal law, the schools marketing efforts will be equitable to all populations within the area regardless of race, disability, ethnicity, and gender. We will comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities. We will not discriminate potential employees, employees or pupils in violation with any state or federal law. We will be nonsectarian in the programs, admissions policies and employment practices. The school will not be supported by or affiliated with any religion or religious organization or institution.

## **12. Job Descriptions of School Director and Other Key Personnel**

### **Board Members**

All Board members must demonstrate:

- Dedication to furthering the vision and mission of the school;
- Expectation that all children can and will realize high levels of academic achievement;
- Belief in the use of arts to increase academic outcomes;
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Specific knowledge, experience, and/or interest in at least one element of governance for the School.

### **School Director**

The Director of Gillett Heritage Academy shall have at least a Master's degree and shall demonstrate exceptional leadership abilities. While not requiring administrative certifications (see requested waivers below), the Board of Directors in selecting a director will look only for the most highly qualified individual to serve in this capacity.

The School Director's primary responsibility is to ensure that the school is reaching its goals and moving towards its mission under the guidance of the Board of Directors. The School Director will have the responsibility of managing the school's daily operations. The School Director will allocate his time in four major areas: community and district liaison, business leader, faculty and staff manager, and academic leader. The director shall be responsible for hiring all school personnel upon approval of the GHA Board.

As community and district liaison, the School Director will help communicate the vision and mission of the school to the outside world. The School Director must ensure that there are positive and open lines of communication between himself, the community, and the district. The School Director, in order to garner the support and trust of others, will consistently and accurately report school results, both good and bad. The School Director must also encourage and provide opportunities for exchanging and sharing information between the school, community, and district.

The School Director is also responsible for the business operations of the school. The School Director, with the help of the Bookkeeper, will present the school's budget and all other financial reports and statements to the Board of Directors. It is the responsibility of the School Director, who will supervise the Bookkeeper, to ensure that the school is financially stable and fiscally responsible.

The School Director's next major responsibility will be the management of his faculty and staff. The School Director will be responsible for hiring people who have the ability, work ethic, drive, and cultural fit to fulfill the school's goals and overarching mission. The School Director, with the support of others, will be responsible for training and providing necessary support to the faculty and staff.

**Key Qualities:**

- A strong team leader
- Works hard and is dedicated
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- A strong ability to teach
- Knowledgeable in all subject matters
- Knowledgeable in budgets and finances
- Effective communicator
- High degree of responsibility

**Principal**

An individual holding a valid Arkansas teacher's license meeting the criteria for a highly qualified teacher who facilitates continuous improvement in classroom instruction by providing instructional support to teachers in the elements of research-based instruction and by demonstrating the alignment of instruction with curriculum standards and assessments tools; develops instructional strategies; develops and implements training; chooses standards-based instructional materials; provides teachers with an understanding of current research; integrates technology into instruction; assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP).

The principal will function as the school's instructional leader. The principal is responsible for the oversight of curriculum and the administration of such for Gillett Heritage Academy. This role will set the tone for the entire school. The principal is also responsible for the day-to-day educational function of the school, and reports directly to director. The principal will deal with employee issues and advise and make recommendations to the director concerning those issues. The principal will work with the staff to ensure that the established discipline policy is enacted as written; this, like all policy implementation, may include training, modeling, and extra supervision. He or she will work with the faculty to determine a budget that will provide the greatest benefit for the students. The principal will review the expenses of different operations and grant funds and make recommendations to the director on contract awards, spending and various other details. The principal will meet with and council parents and students on issues that have been referred to him or her by the faculty. The principal will perform any

other duties that are requested and approved by the director.

Teachers and parents can always speak to the principal about leadership, curriculum, professional development, or other operational decisions. The principal will speak to the director concerning these issues, but he or she will strive to make decisions that take into account the input of all the members of the school community. While we believe that the principal must have the autonomy and flexibility to make the key decisions that make for an excellent school, part of excellent leadership is listening to the diverse voices that make up the school- students, parents, and teachers alike. The principal may create structures, such as a faculty leadership team, parent council, or student council, that allow for more formal participation in decision-making. Information is included in sections 17 and 19 on school structures that support student and parent involvement.

- Applies strategies of adult learning across teacher leadership activities
- Informs and facilitates the design and implementation of coherent, integrated professional development based on assessed student and teacher needs
- Assists teachers in analyzing classroom and state assessment data to inform instruction
- Provides demonstration lessons in curriculum and teaching techniques for classroom teachers and others
- Facilitates communication about research based instructional practices and student achievement between and among teachers, within and across grade level
- Assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP) process
- Demonstrates current instructional technology in the classroom and for data analysis
- Provides differentiated assistance to teachers based on individual needs
- Facilitates and participates in district and building level training

#### Requirements/Qualifications:

- Valid Arkansas teaching license/Highly Qualified Teacher
- Four (4) years classroom teaching experience
- Principal License (Preferred)
- Skillful collaborator as evidenced by:
  - Communication skills
  - Collaboration skills
  - Interpersonal skills
  - Experience with instruction of adult learners
  - Time management
  - Planning and organizational skills
- Skillful in curriculum implementation and evaluation as evidenced by:
  - Knowledge of Arkansas content standards
  - Knowledge of effective/research based instructional practices
  - Knowledge of researched based assessment
  - Data analysis skills
  - Problem solving skills
  - Experience providing/facilitating professional development/learning
  - Knowledge of pedagogy
  - Research Based Ideas



The Principal of Gillett Heritage Academy will also serve as an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. He/she is responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of the Principal must always be aligned with the mission, vision, core values and educational program of Gillett Heritage Academy.

### **Core Subject Teacher**

While the school will not require teacher certification on all teachers (see requested waivers below), it is the intent of the school to employ only highly qualified, degreed teachers with exceptional qualities in training, experience and teaching ability. We do understand that waivers cannot be obtained for certain teachers. The primary responsibility of the teacher is to ensure that all students are meeting or are on target to meet the goals and therefore the mission established by the school. This can only be accomplished by focusing on student achievement through quality instruction. Teachers are expected to maximize learning in the classroom through good lesson planning and implementation along with effective discipline. Teachers are required to submit weekly lesson plans to the school director in advance and approach him with any concerns or questions.

In order to maximize the effectiveness of classroom instruction and the school year at large, a substantial amount of time must be spent planning. Teachers at GHA will spend one week planning and working together to improve the school. This time will consist of planning, curriculum writing, professional development, and team bonding strategies. This work will not cease when the students arrive at school. Teachers will be given planning time each day and must also meet weekly as a group to discuss ways of increasing student achievement.

Teachers are responsible for continually maintaining high expectations for expectations and providing opportunities for the students to thrive not only academically, but socially and physically as well. Teachers are responsible for monitoring students during breakfast, homeroom, and independent study times. Teachers are expected to show their support to students constantly, by being available by phone, by providing extra help, and consistently contacting parents.

### **Key Qualities:**

- Works well in and contributes to teams
- Works hard and is dedicated
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- A strong ability to teach
- Knowledgeable in a particular subject matter
- Effective communicator
- Responsible

## **Bookkeeper**

The bookkeeper will have the primary responsibility of running the school's business and financial operations. These responsibilities consist of:

- Preparing and monitoring the school's budget
- Managing cash flow
- Preparing balance sheets and year end statements
- Keeping track of accounts payable and accounts receivable
- Ordering school supplies and materials
- Managing the school's inventories
- Preparing reports for the public
- Preparing and dispersing school publications
- Writing grants
- Managing the school's bank accounts
- Managing individual school accounts
- Analysis of standardized test results
- Vendor relations

The Bookkeeper, however, will do much more than sit in the office all day. This person shall be skilled in the use of APSCN or will take the necessary classes to become skilled in its use, as well as any and all software required for the job. The Bookkeeper is expected to have an interactive role with the students. The Bookkeeper will be responsible, like the teachers, for being available to the needs of the students at all times.

Beyond working with students, the Bookkeeper will work closely with the School Director in community relations. The Bookkeeper will help present fiduciary information to the Board of Directors. The Bookkeeper will also be critical in the dissemination of mandatory test and school results to both the state and the community. The Bookkeeper will help the School Director serve as a community and district liaison. Often, the Bookkeeper will be a representative of the school when the School Director is unavailable.

### **Key Qualities:**

- Works well in and contributes to teams
- Works hard and is dedicated
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- Knowledgeable in finances and budgets
- Effective communicator
- Highly organized and efficient
- Responsible

## **Custodian**

The job of custodian is done for the purpose/s of maintaining an attractive, sanitary and safe facility; providing adequate arrangements for meetings, classroom activities and events; and minimizing property damage, equipment loss and/or liability exposure.

#### Essential Functions

- Arranges furnishings and equipment (e.g. desks, chairs, podiums, bleachers, overhead projectors, etc.) for the purpose of providing adequate preparations for meetings, classroom activities and events.
- Attends in-service training (e.g. blood borne pathogens, cleaning solvents, floor care, First Aid, etc.) for the purpose of receiving information on new and/or improved procedures.
- Cleans assigned school facilities (e.g. classrooms, offices, gym, restroom, multipurpose rooms, pools, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Evaluates situations (e.g. involving other staff, students, parents, visitors, etc.) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.
- Inspects school facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition and/or safety and cleanliness, and identifying necessary repairs due to vandalism, equipment breakage weather conditions, etc.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.) for the purpose of ensuring the availability of items required to properly maintain facilities.
- Prepares facilities for daily operations (e.g. opening gates/access doors, disarming security systems, raising flag, providing cross walk signs, etc.) for the purpose of ensuring school facilities are operational and safe for occupancy.
- Prepares reports (e.g. safety hazards, work orders, supply requisitions, etc.) for the purpose of documenting and/or conveying information to other personnel.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, injured and ill students, alarms, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functional educational environment.
- Secures facilities and grounds for the purpose of minimizing property damage, equipment loss and potential liability to organization.

#### Responsibility

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; and operating within a defined budget and or financial guidelines. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the Organization's services.

Below is the proposed personnel need for the year 2010-2011

| <b>Position</b>                     | <b>Number</b> |
|-------------------------------------|---------------|
| School Director                     | 1             |
| Bookkeeper                          | 1             |
| Special Education/Classroom Teacher | 1             |
| Classroom Teachers                  | 16            |
| Custodian                           | 2             |
| Maintenance                         | 1             |
| Food service                        | 2             |
| Principal                           | 1             |
| Special programs                    | 1             |
| Secretary                           | 1             |
| Nurse                               | 1             |
| Substitutes                         | 2             |
| Totals                              | 30            |

### **13. Business Office**

Gillett Heritage Academy will take several steps to ensure that it is in compliance with all financial regulations and acceptable operating practices. We intend to reduce unnecessary inefficiencies and minimize the potential for unethical behavior by using a regulatory system, not a creative one. All transactions will involve multiple players and steps, where each individual stays within their area of responsibility. It is the responsibility of the School Director and Bookkeeper to plan a budget that is financially stable and allocates the appropriate resources to run an effective school. The Board of Directors will approve the budget before it is implemented. Most transactions will then begin with a faculty requisition. The Bookkeeper must check the finances and the School Director must approve the acquisition. (A procurement process may be necessary for significant items.) The Bookkeeper will then order the supplies with the necessary purchase order. The School Director will sign the checks, and a co-signature will be required for checks over \$3000.00 financial transactions will be recorded and reflected in reports to the board. All inventory and financial records will be kept with APSCN software as required by the state.

The School Director and Bookkeeper will develop an annual budget after soliciting input from faculty members, community members, parents, and board members. The School Director will present the proposed budget to the Board of Directors for approval at its regularly scheduled July board meeting.

### **14. Annual Audit**

Gillett Heritage Academy will work with the State of Arkansas to arrange for an audit by the Division of Legislative Audit, in compliance with Arkansas Code 6- 1- 1(101).

GHA will provide a yearly update on school progress, as an additional viewpoint on school development. This evaluation provides feedback to the school, the Board, parents and the community on the effective implementation of the school design and collects evidence on whether the school is meeting its goals.

## **15. Reporting Education Data**

Gillett Heritage Academy will fully participate in the Arkansas Public School Computer Network (APSCN) for reporting education data, as required. The school will hire a full-time Bookkeeper to work with this data network. Please see section 13 for additional information. APSCN will be used for all educational data as well as financial data.

## **16. Facilities Description**

The Gillett Civic Group, Inc., the sponsoring entity, has entered into an agreement with Gillett Heritage Academy for the purpose of leasing the proposed facility at the East End of Main Street in Gillett, Arkansas. The Facility Use Agreement and Lease are included as Attachment 7.

Gillett Heritage Academy will be a new state of the art facility approximately 23,100 square feet that students will be proud to attend. (See Attachment 7: CAD Drawing of the Facility) The proposed new facility will educate grades K – 12 and have a capacity of approximately 250 students. It will include a 60 x 60 multipurpose room to be used as a cafeteria, auditorium and for physical education. The building site and proposed facility is geographically centered in the community and is within walking distance of many lower income level students. As our enrollment increases, we intend to build additional facilities as needed.

The Gillett Civic Group, Inc. has received secured pledges in the sum of \$310,000 designated for the construction of the new facility thus far. (See Attachment 7: Pledge Letters for GHA Facility) Also, (10) ten acres of land has been donated to the Gillett Civic Group, Inc. for the site of the proposed facility upon approval of the charter by the Arkansas State Board of Education. (See Attachment 7: Facility Site Donation) We feel that this secured funding and the donation of the 10 acres for the site of Gillett Heritage Academy is a great start toward our goal to build the type of facility needed to produce a quality education for our students.

### **Identification of Proposed Facility Owner and Relationship:**

The Gillett Civic Group, Inc., as the sponsoring entity, will be the owner of the proposed facility.

- (1) A Board member of the Gillett Civic Group, Inc. is the first cousin to a member of the local board of the public school district where the proposed open-enrollment public charter school will be located.
- (2) There is no relationship between the Gillett Civic Group, Inc. and the employees of the public school district where the proposed open-enrollment public charter school will be located.
- (3) As previously stated the owner of the facility is the Gillett Civic Group, Inc. which is also the eligible entity sponsoring the open-enrollment public charter school.
- (4) The President of the Gillett Civic Group, Inc. is the son of one of the seven Gillett Heritage Academy Board members. There are no other relationships between the Gillett Civic Group, Inc. and the employees, directors or administrators of the proposed open-enrollment public charter school.



- (5) As stated in the attached documents, the facility will meet all federal and state requirements for a school building, including ADA and IDEA.

The local zoning authority has stated that the site may be used for a school. (See Attachment 7: Zoning Authority)

There are no public locations that sell alcohol within 1,000 feet of the proposed site.

## **17. Student Services**

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

**Health Services:** Health services shall be provided to the students of the school as needed on a contracted basis. The school will develop, before opening, complete health services and health emergency policies and procedures. The school plans on hiring a full time nurse who will be responsible for documenting student information in APSCN.

**Media Center:** It is the intent of the school to use the facilities and collections of the local public library system until such time as the school can develop a library and media center of its own. However the school plans on beginning its own library in the first year and has set aside appropriate funds.

**Transportation:** The school does not plan to provide transportation to and from school in its initial year, however, it reserves the right to provide this service if needed. Provision of transportation will be an annual decision of the Board of Directors. SAFE has been working with area churches and carpooling to assist disadvantaged students in transportation needs. We are planning on adding a strategic bus plan that will accommodate disadvantaged students as the funds become available.

**Food Services:** The school intends to participate in the USDA's Child Nutrition Program as administered through the Child Nutrition Unit of the Arkansas Department of Education for all students found eligible, and to make available meals for other students at a reasonable cost through our food service department. The food service department will consist of a food service director and two food service workers. We will purchase "Meal Time" software to evaluate and protect the rights of students who are disadvantaged.

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

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



## **18. Food Services**

The school will provide hot and cold nutritious meals for all students every day at a reasonable cost. The food service director will ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. GHA will serve breakfast and lunch and all meals will comply with the federal food nutrition guidelines. Students will have milk, fruit and an entree each day, and there will be other options to include students with dietary restrictions. We will actively work with the Food Nutrition Department of ADE to accommodate those students who need free or reduced price lunches. We will purchase “Meal Time” software to evaluate and protect the rights of students who are disadvantaged.

## **19. Parental Involvement**

Gillett Heritage Academy is committed to involving each parent as a partner in his or her child's education. Maintaining family engagement on an ongoing basis throughout the school year is an important part of a home to school connection which is essential for preparing students for success in high school and college. There are numerous venues which we will utilize to involve families on an ongoing basis, including but not limited to:

- A Family, Student and School Compact which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.
- Home visits welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.
- An Annual Summer Orientation provides a forum for families to learn about the school's academic program, tour the school building and receive the *Student Handbook*. All new students, families and staff participate in an orientation to welcome them to the community.
- Weekly communication from both the school leaders and classroom teachers will provide ongoing updates on school events, classroom instruction and individual student progress.
- Monthly Family Meetings for families include information about how families can help students at home as well as some cultural education for families.
- Quarterly Family - Student - Teacher Conferences are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

In addition to the aforementioned opportunities for families to be involved with the school, parents have the opportunity to be involved with the school board, volunteer in the school and organize school events.

## **SCHOOL-PARENT-STUDENT COMMITMENT**

*Gillett Heritage Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), and the students of Gillett Heritage Academy, agree that this compact outlines how the parents,*

*the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

***This school-parent-student commitment will be in effect during school year 2010-2011.***

**Gillett Heritage Academy will:**

**1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*All students who attend the Gillett Heritage Academy must be committed to educational excellence and their parents or guardians must also commit to involvement in the student's education.*

*We use the ADE curriculum frameworks just like all other public schools but our curriculum is based on a vertical alignment instead of a horizontal (grade level) alignment so that the student can advance beyond normal bounds. Students who complete their education here will be ready for high school and college level work and be able to enter without any remedial classes. We specialize in teaching our students fluency in Spanish because knowledge of foreign languages will increase chances of finding jobs, and being promoted in our growing global economy.*

*The class size is kept small so that no child will be left behind. The classes average about 18 students. We also utilize the most up to date software and technology for all classes.*

**2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

**Specifically, those conferences will be held:**

***October 18<sup>th</sup>, 2010 and March 7<sup>th</sup>, 2011.***

**3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

*Daily homework and tests results.*

*Weekly portfolio reports will be sent to the parents/guardians for examination and signature.*

*Report cards will be distributed at the end of each nine weeks and parent will be required to sign their child's class agenda daily.*

**4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

*Staff will be available from 3:00 to 4:00 pm Monday through Friday or during their prep period by appointment.*

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

*Parents may sign up to volunteer in the school office and will be notified of new volunteer opportunities through parent notices.*

*Parents are invited and encouraged to be a part of the Parent/Teacher Organization of the school which meets once a month.*

**Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- *We will make sure our child arrives at school on time.*
- *We will make sure our child comes to school every day unless excused.*
- *We will make arrangements for our child to attend after-school activities as designated and make appropriate transportation arrangements.*
- *Making sure that homework is completed.*
- *We will sign our child's agenda daily.*
- *We will examine and sign our child's weekly progress report.*
- *We will volunteer in our child's classroom.*
- *We will participate, as appropriate, in decisions relating to our children's education.*
- *We will promote positive use of our child's extracurricular time.*
- *We understand that our child must follow the Gillett Heritage Academy's rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.*
- *We will stay informed about our child's education and communicate with the school by promptly reading all notices from the school or the school district either received by our child or by mail and responding, as appropriate.*
- *We will read and we do approve of the rules and guidelines in the school handbook.*
- *We will serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

**Student Responsibilities**

**I, as a Gillett Heritage Academy student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:**

- *Arrive at school every day on time.*
- *Come to school every day unless excused.*
- *Attend after-school activities as designated.*

- *I will read and I do approve of the rules and guidelines in the school handbook.*
- *Always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.*
- *Always make myself available to parents and teachers, and address any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.*
- *Always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my classmates and give everyone my respect.*
- *Be responsible for my own behavior, and I will follow the teachers' directions at all times.*
- *I will be courteous to all people at the Gillett Heritage Academy.*

### **School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Gillett Heritage Academy will:

- *Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.*
- *Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.*
- *Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.*
- *Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.*
- *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
- *Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.*
- *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.*



- *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.*
- *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
- *Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*
- *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*

|                 |           |         |
|-----------------|-----------|---------|
| School Official | Parent(s) | Student |
| Date            | Date      | Date    |

## 20. Exemptions from Provisions of Title 6

In order to implement Gillett Heritage Academy's program fully and effectively we wish to make full use of our autonomy as a proposed charter school. We will be best able to serve the children and families at the Academy with the following waivers:

- We request a waiver from 6-2-17, Subchapter 3 (301) (d), 6-17-309. Employment of Certified Personnel. We request this waiver because part of the strength and promise of a charter school is that it can "operate independently of the existing structure of local school districts." Our autonomy is crucial to implement the program we have designed and to inspire educational professionals to dedicate themselves to the work of teaching children and to execute at a level not yet seen in many K-12 settings. Our staff and board need the flexibility to offer the raises and salaries they see fit, adhering to the school's compensation policy and all relevant laws ensuring non-discrimination, so that they can recruit, promote, and retain the most talented staff possible. We ask not to be limited to only 7.5% raises and to be exempt from having to petition the state board to go above this number if the situation, market, and employee's performance warrant such a raise.
- We request a waiver from 6-2-17, Subchapter 4 (401), or 6-17-401. Teacher's license requirements. This part of the law requires all teachers to be licensed in order to teach and to be paid. Gillett Heritage Academy requests this waiver because we seek to

provide a unique program. We will use an innovative, research-based program which builds upon the benefits afforded by the arts to help children succeed in the core subjects and develop their craftsmanship and their appreciation for the musicians, painters, sculptors, and other masters whose works make up part of the canon. Finding teachers who are passionate about their teaching and about music and arts, who have deep knowledge of how to teach core subjects and languages and arts, and who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have gotten their experience in a private school or have taken some non-traditional path to the classroom. All of our teachers will be Highly Qualified and will need to meet specific and rigorous network hiring standards. However, within those requirements, we want our principal to be able to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license.

- We request a waiver from 6-2-17, Subchapter 7 (702) (a) (1) (A), or 6-17-702(a) (1) (A). Staff development sessions. If this would allow any teacher to attend professional development sessions against the wishes of the principal, we request a waiver. Gillett Heritage Academy has developed a carefully planned professional development calendar that dovetails with our educational model. The principal and director plan sessions needed by the staff and, at times, small groups or even individuals. Professional development is well-planned and extensive. At times, the principal may decide, with input from teachers, to use external professional development to support a teacher. But we believe that this decision must ultimately be the principal's, since he or she is the one who is most accountable for each teacher's effectiveness and results.
- We request a waiver from 6-2-17, Subchapter 9 6-17-919. Warrants void without valid certificate and contract. Arkansas requires a teacher to be certified and under contract in order for his or her pay warrant to be valid.
  - (a) All warrants issued in payment of teachers' salaries are void unless:
    - (1) (A) The teacher is licensed....in the State of Arkansas....or
    - (B) The public school district employing the teacher has other documentation from the Office of Professional licensure of the Department of Education authorizing employment of the teacher under the conditions set forth by the department in the documentation;
    - (2) The teacher has been employed by a valid written contract; and
    - (3) Copies of such contract are on file in the office of the county treasurer or the school district treasurer if the school district has its own treasurer.

Since we have requested a waiver from the requirement that teachers be licensed, we also request a waiver from this requirement so we are able to legally pay our faculty.

- We request a waiver from 6-2-17, Subchapter 24(2403)(a), or 6-17-2403(a). Minimum teacher compensation schedule. We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use a compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will



ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up keep for a facility, we must be quite conservative in our budgeting.

- 10.02 CLASS SIZE AND TEACHING LOAD. We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Class size will not exceed 22 in K and 25 in all other grades. We believe that data driven differentiated instruction will ensure that the needs of all children are being met.
- 15-03-1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law. We requested a waiver from the law which requires teachers to be licensed in Arkansas, stating that we would instead hire only teachers who met federal HQT standards, adhered to high hiring standards, and who were particularly well qualified to excel in our program. We need the flexibility to find the best possible teachers, regardless of the specifics of their licensure status. Our board must have the autonomy to find the ideal administration, and that administration must be able to assemble a top-notch staff without only recruiting from the pool of candidates who are licensed in Arkansas. Working artists, foreign language speakers, experienced private school teachers, and teachers who are drawn from out of state to our schools' distinctive mission and pedagogy, and this mix is part of what helps us offer an excellent program. We ask that we be allowed to hire qualified, talented, and dedicated educators even if they are not licensed in Arkansas.
- 16-02-3 Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years.
- 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department. GHA is as committed to providing support for gifted/talented and academically advanced students, just as it is to providing support for students who are lagging academically. Our educational program design is supportive of this population in several ways. We will gather data and write a simple learning contract that addresses areas of need with specific goals and strategies. Students may receive tutoring or extra coaching, or regular assignments may be enriched to better challenge and engage students. Gifted students may be asked to produce more complex pieces of writing, to incorporate arts to a greater depth, or to present work in a more challenging or individualized way. An adult in the school- usually the classroom teacher - will be assigned to track each student's progress and report to parents/guardians frequently. Because the learning contract can call for goals to be established in all subject areas, students who are advanced in one or two areas will not be held back in those subjects because of weaknesses in other areas. Conversely, we will not allow students to focus on their strengths and ignore areas where skill deficits exist. However, we do not have the capacity to hire a specific gifted-and-talented teacher, and we do not plan to

develop a full program for these students, given our small size. Thus, we request a waiver from the requirement to follow specific guidelines in providing appropriate levels of challenge to gifted and talented children.

- The following are waivers that we request because a charter school is unique in its makeup and characteristics. These waivers will allow us to spend more time on tasks and utilize the school budget to its maximum.

6-10-106 Uniform dates for beginning and ending of school year.

6-15-902 Grading scale - Exemptions - Special education classes. The school requests to remain as flexible as possible in this area.

6-15-1004 Qualified teachers in every classroom. The school requests the flexibility to employ teachers it feels will be the most successful in the program regardless of certification status.

6-16-124 Arkansas history. The school's social studies curriculum will include all state required elements including Arkansas history, but will present them in an integrated social studies curriculum.

6-17-111 Duty free lunch period. The school's concept of supervision and student/teacher interactions requires the teachers to be present with the students during lunch.

6-17-203 Personnel Policy Committee. The school will not be large enough to meet the statutory composition of this committee.

6-17-302 Public school principals. The school wishes to employ school leaders especially trained regardless of certifications.

6-17-401 Teacher license requirement. As above the school requests to not be required to employ only licensed teachers.

6-17-418 Teacher certification - Arkansas history requirement. The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing the best teachers available.

6-17-902 Definition of a teacher. As the school would not necessarily employ only certified teachers, this law would be restrictive.

6-17-908 Teacher Salary Fund. As the school could employ non-certified teachers it requests to be exempt from this restriction on the Teacher Salary Fund.

6-17-919 Warrants void without certification: As the school will not necessarily employ only certified teachers, it would need a waiver from this restriction.

6-17-920 Examination of teacher's contracts. The school intends to hire all teachers on an at-will basis.

6-17-1001 Minimum base salary - Master's degree. The proposed salary schedule will exceed the Arkansas minimum salary schedules for all classifications.

6-17-1002 Salary amount - Annual Review. The proposed GHA salary schedule will continue to meet or exceed state salary schedules for like positions.

6-17-1501 through 6-17-1510 Teacher Fair Dismissal Act. As all school employees will be at -will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

6-17-1702 through 6-17-1705 Public School Employee Fair Hearing Act. As all school employees will be at-will. this law is not applicable. The school ensures that

constitutional due process will be followed in all employee dismissal events.

6-18-508 Alternative learning environment. The school will provide other alternatives when appropriate.

- State Board Rules and Regulations Waivers Requested  
Teacher Education and Licensure. The school requests to ability to employ teachers that do not have state licensure.  
Certified Staff Salary Schedules. The GHA salary schedules exceed all state schedules for like positions.  
Waivers of Minimum Salaries for Certified Personnel. The GHA salary schedules exceed all state schedules for like positions.  
Expenditure Requirements by Arkansas Schools. Categories and formulae will not be applicable to the school.  
Minimum Schoolhouse Construction. The school would like flexibility as facilities decisions are being made.  
Gifted & Talented Program Approval Standards. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet each student's academic needs.  
Waivers of Earning Limitations under the Teacher Retirement System. The school could need to employ retired teachers in high need areas.
- Standards of Accreditation Waivers Requested  
V. B. #4 and #5. The school will employ a variety of instructional arrangements that could at times exceed the limits listed here.  
XI. A. It is the intent of the school to provide appropriate counseling services regardless of staffing ratios. Support services will be contracted rather than staff due to size.  
16.01XIA (3) Guidance and counseling will be handled by professional teachers and administration due to number of students on campus.  
XI. B. As the school is starting as a small school, library access will be through the local public library. However, the school will have a library of its own.  
XII. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet all individual academic needs.  
15.01XA, 15.02XB The school will hire an executive director and a principal.

## **21. Potential Impact on Surrounding Districts**

Gillett Heritage Academy is a public, open-enrollment charter school created to bring excellent educational opportunities to all children regardless of race, religion, or socioeconomic condition. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that may draw students from anywhere in the state. The beginning enrollment is expected to be 210 students with the same racial make-up as DeWitt schools.

At full enrollment the school will reach 450 students over a ten year period. The impact appears to be very small on all schools but DeWitt School District.

| <u>School District Affected</u> | <u>No. of students</u> | <u>Current Enrollment</u> | <u>Affected Enrollment</u> |
|---------------------------------|------------------------|---------------------------|----------------------------|
| DeWitt School District          | <b>100</b>             | <b>1371</b>               | <b>7.2%</b>                |
| Dumas School District           | <b>50</b>              | <b>1578</b>               | <b>3.1%</b>                |
| Stuttgart School District       | <b>0</b>               | <b>1808</b>               | <b>0</b>                   |
| Gillett School Elem.            | <b>60</b>              | <b>65</b>                 | <b>92.3%</b>               |

Another aspect to be inspected might be, if all students are expected to be 100% Proficient by 2013-14, but our local School Districts aren't holding 100% of the students accountable to even graduate how can we expect the students to be Proficient or even come to school for that fact. Student expectations and student attendance are directly related to one another, and it is our responsibility to ensure that children reach academic success all of the way through school.

Although, there has never been a desegregation court case for any Arkansas County school district, if you look at the school grades for minority males in the surrounding counties you can tell their education declines as the student grows older. DeWitt High School had less than 10 African American Students tested, so no test scores are available. However, not too far from the proposed Gillett Heritage Academy, another school district has unbelievably low test scores. That school is the Dumas High School. If you look at Dumas High School's 11<sup>th</sup> grade African American male's scores for science a remarkable 49.2% are considered to be below basic in comparison to the rest of the nation. The Literacy scores for the same population of students at Dumas High School, 18% are below basic.

As an open-enrollment charter school, we will encourage these minority students to attend our school, so that they may receive the education that they should be afforded already. We are going to have many remediation classes in the form of: dibbles, sexton math, etc that all students will be tested on weekly to evaluate their level of understanding of the material that they have been given so far. We are planning on attending school an hour later than most schools, so that in that hour we can work on remediation with all students of the charter school. We hope that by going the extra step that we can help all students achieve a higher level of learning than they had previously.

| <u>Expected Ratio of Student Population</u> |                       |                               |                        |
|---------------------------------------------|-----------------------|-------------------------------|------------------------|
| <u>African American Boys</u>                | <u>Caucasian Boys</u> | <u>African American Girls</u> | <u>Caucasian Girls</u> |
| 20 %                                        | 30%                   | 28%                           | 32%                    |

*All statistics and numbers were gathered from the Arkansas School Performance Reports through the Normes Website.*

**References:**

<http://normessasweb.uark.edu/schoolperformance/>  
[http://www.publicschoolreview.com/agency\\_schools/leaid/512870](http://www.publicschoolreview.com/agency_schools/leaid/512870)  
<http://stephens.k12.ar.us/06-07.htm>  
[http://arkansas.schooltree.org/public/Gillett-Elementary-004807-grades.](http://arkansas.schooltree.org/public/Gillett-Elementary-004807-grades)





Department of the Treasury  
Internal Revenue Service

P.O. BOX 2508  
CINCINNATI OH 45201

In reply refer to: 9999999999  
Aug. 25, 2009 LTR 3367C SO  
90-0410892 000000 00  
00020995  
BODC: TE

GILLET CIVIC GROUP INC  
C/O JENNIFER MENARD  
PO BOX 116  
GILLET AR 72055

012375

Employer Identification Number: 90-0410892

Tax Form: 1023

Document Locator Number: ~~17053-225-31104-1~~

For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, [www.irs.gov/eo](http://www.irs.gov/eo). If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of [irs.gov](http://irs.gov). To subscribe, go to [www.irs.gov/eo](http://www.irs.gov/eo) and click on "EO Newsletter."

9999999999  
Aug. 25, 2009 LTR 3367C S0  
90-0410892 000000 00  
00020996

GILLETT CIVIC GROUP INC  
C/O JENNIFER MENARD  
PO BOX 116  
GILLETT AR 72055

For other general information, tax forms, and publications, visit  
[www.irs.gov](http://www.irs.gov)

Sincerely yours,

  
Robert Choi, Director  
EO Rulings & Agreement



Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

Jamie Cox

P.O. Box 1614 Gillett AR

Carey Muse

Gillett AR

Don Dand

Gillett AR

Craig Riddle

1010 W. Rose

Johnny Dale

Gillett AR

James McBrown

154 Apt 1A. Gillett.

Bill Field

203 Moss Rd White Hall AR

Lloyd Duxon Field

5379 Hwy 20 West Forestville AR

Jim Field

3100 EVA DR. WHITE HALL AR.

Esira Reed

102 B 1st Gillett

Ronnie Adams

23104 PALEY RD

Shirley Adams

Bob Adams

John Duggan

Jack C. Duggan

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                   |                               |
|-------------------|-------------------------------|
| Kyle Poffin       | 701 W. Main St Gillett Ark.   |
| Brian Hayes       | 142 R Powell Loop Gillett Ark |
| Barry Brinton     | 68 Brinton RD Tichnor AR      |
| Samantha Burnett  | P.O. Box 653 Gillett AR       |
| Myldred Olson     | P.O. Box 657 Gillett, AR      |
| Rick Moyer        | P.O. Box 544 Gillett          |
| Teddy Weir        | 68 Brinton RD Tichnor AR      |
| Shelley Glidewell | P.O. Box 554 Gillett          |
| Sara Black        | 507 W main Gillett            |
| Faith Black       | 507 West main Gillett         |
| Camrea Boulanger  | 507 West main Gillett         |
| Dallas Boulanger  | 507 West main Gillett         |
| Jaila             | P.O. Box 152 Gillett          |
| Crystal Ramey     | P.O. Box 712 Gillett          |
| Jesus Gonzales    | P.O. Box 712 Gillett          |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                         |                  |                      |
|-------------------------|------------------|----------------------|
| Danell & Jeannine Jones | 162 Miller Ln    | 382-2202             |
| Heath Put               | 73 Clarkson Lane | 946-6090             |
| Rustin Jones            | 215 W 3rd        | Dewitt 946-0947      |
| Sharon Sullivan         | 202 Perritt Dr   | Gillett 548-2643     |
| Deanna Ballard          | 101 W Leslie     | Gillett 509-0553     |
| Gayle Hopkins           | 109 N. 7th       | Gillett, AR 548-2121 |
| Samantha Stephens       | 307 N. 3rd       | Gillett, AR          |
| James Guthrie           | 109 N. 7th       | Gillett AR           |
| Linda Cover             | P.O. Box 355     | Gillett              |
| Joshua Watkins          | Dewitt, AR       |                      |
| David Samill            | 1429 Bass Rd     | White Hall 247-4754  |
| Ruth Sowerhouse         |                  | 548-2680 Gillett     |
| D. J. Aaron             | P.O. Box 552     | Gillett 548-2884     |
| Jayden Brown            | P.O. Box 552     | Gillett 548-2884     |
| Elizabeth Hesser        |                  |                      |

Sign your name and show your  
support for the new

# Gillett Heritage Academy

Name

Address and Phone Number

|                 |                                               |
|-----------------|-----------------------------------------------|
| Darin Guthrie   | 723 W. Cross St. Delwit Ar. 72042             |
| Susan Williams  | PO Box 461 Gillett, AR 72055                  |
| Natalie Richter | P.O. Box 25 Gillett, AR 72055                 |
| Clay Richter    | P.O. Box 25 Gillett, AR 72055                 |
| ALEX TURNER     | 103 BB JMS Rd TIGNOR                          |
| Chase Adams     | PO BOX 51 Gillett                             |
| Tom Langston    | P.O. Box 641 Gillett                          |
| Steve Fletcher  | 105 Connor Levee Rd. Tignor                   |
| WDZ             | 69 Sawmill Gillett                            |
| Beneva B White  | P.O. Box 5 Gillett Ar                         |
| Robert Pulhite  | 308 N. 3 <sup>rd</sup> Gillett, Ar 72055      |
| Mary A Matthews | 303 N 5 <sup>th</sup> Gillett, Ar             |
| Joli Holzhauer  | 315 Hwy. 165 B. P.O. Box 37 Gillett, AR 72055 |
| Kim Hesser      | 363 Hwy 44 Gillett. AR 72055                  |
| Charles Hesser  | 363 Hwy 44 Gillett. AR 72055                  |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                 |                         |              |
|-----------------|-------------------------|--------------|
| Bonnie Wallbank | Box 447 Gillett, Ar     | 870-548-2485 |
| Don Wallbank    | Box 447 Gillett, Ar     | 870-548-2485 |
| Mike            | Box 37 Gillett, AR      | 870-548-3006 |
| Kerry Griffin   | 1244 Hwy 44 Tichnor, Ar | 870-830-2285 |
| Todd Griffin    | 1244 Hwy 44 Tichnor, Ar | 870-830-2058 |
| Keighan Haynes  | Box 254 Gillett Ar      | 870 548-2531 |
| Brod Haynes     | Box 254 Gillett Ar      | 870 548-2531 |
| Rak Padgett     | Box 3 Ethel, AR         | 870-282-3321 |
| Scott Shepard   | Box 21 Tichnor, AR      | 870-509-0512 |
| Margie Hackney  | 61 Hackney Rd           | 870-548-2406 |
| Alb Clouse      | 59 Clawson Lane         | 870-548-2930 |
| Curt Shepherd   | Box 21 Tichnor Ar       | 870 509-0514 |
| Lesa Ringo      | PO Box 581 Gillett, AR  | 870 548 3021 |
| Steven Ringo    | PO Box 581 Gillett AR   | 870 548 3021 |
| Ben Gilman      | PO Box 235 Gillett Ar   | 870 548-2445 |



Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                     |                                 |                          |
|---------------------|---------------------------------|--------------------------|
| Walter Lynn Wallace | P.O. Box 982                    | 548-2302                 |
| Helma E. Gordon     | P.O. Box 489                    | 548-2618                 |
| Sarah Van Horn      | P.O. Box 176                    | 1870-830-7225            |
| Andy Van Horn       | P.O. Box 176                    | 548-2448<br>870-723-5278 |
| Shirley Adams       | 23104 Family Rd                 | 870-548-2827             |
| Shelly Wallace      | P.O. Box 126                    | 870-548-2246             |
| Karen Place         | P.O. Box 483                    | 870-548-2759             |
| Tommy Hoffman       | P.O. Box 353                    | 870-548-2463             |
| Claudette Cover     | <del>P.O. Box</del> 307 W. Main | (870) 548-1228           |
| Dena Sarrett        | 11 W. Rose Ave.                 | (870) 830-4054           |
| Deno Jarrett Jr.    | 11 W Rose                       | 870-548-2314             |
| Hennietta Gordon    | P.O. Box 96                     | 870-548-2457             |
| Kristina M. Baker   | P.O. Box 647                    | 870-509-0089             |
| D. Dinnie Ross      | P.O. Box 225                    | 870-659-6883             |
| Andrea Ross         | 3181 Gander St.                 | 870-548-2510             |



Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

Donna Polickay

P.O. Box 235

Gillett.

Nicole Ellenburg

P.O. Box 411

Gillett 830-4787

Jason Ellenburg

" "

" "

Nancy Mowen

PO Box 535

Gillett, AR

Shirley Jarrett

11 W Rose Ave.

Gillett, AR 870-548-2314

Don Jarrett

11 W Rose

Gillett, AR "

Bethany Jarrett

11 W. Rose Ave

Gillett, AR "

Quinn Williams

110 S. 1st

Gillett, AR 548-2877

Isabel L. Johnson

115 Oakdale Ln

Gillett, AR 548-2457

Shirley W. Johnson

2901-Hw-165-5

Gillett 946-2249

Richard Swartz Ford

Gillett 2009 191

Dumas AR

Peggy James

Box 513

Gillett

John Philipp

P.O. Box 419

Gillett, AR

Joann Cuttender

PO Box 494

Gillett 548-1232

Charles Cuttender

"

"

548-1232

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                   |                                               |
|-------------------|-----------------------------------------------|
| Peggy Crites      | Gillett - 548-2702                            |
| Christy McFerrin  | PO Box 84 St Charles AR 870-282-8448          |
| Michelle          | 1159 Hwy 44 Tichnor, AR 870-880-8821          |
| Dennis            | " " " "                                       |
| Paula             | " " " "                                       |
| Kathleen Fletcher | 105 Connor Levee Rd Tichnor 548-3014          |
| Brady Holzhauer   | P.O. BOX 517 Gillett AR 870-509-1102          |
| Alesha Canton     | 10 S. Willow Ave Fayetteville AR 479-313-2686 |
| Denise Hicks      | 212 N Fir Beebe AR 72012 501-606-6638         |
| Lee Song          | PO Box 39 St Charles 72140 916-5166           |
| Gertrude Rogers   | Box 213 Gillett                               |
| Marian Fuhrman    | P.O. Box 9 Gillett 548-2619                   |
| Janet Ross        | 3181 Gardner St Gillett 548-2570              |
| Emm Rm            | " "                                           |
| Alan Kent         | " "                                           |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                  |                   |          |
|------------------|-------------------|----------|
| Bill Malone      | 1884 Linden       | Gillett  |
| Chaundra Adams   | 1304 S. Roy       | DeWitt   |
| Leon Peritt      | 502 Peritt Dr     | Gillett  |
| Carolyn Sullivan | 209 N. 8th        | Gillett  |
| John Adams       | 42 John Pike Ln   | DeWitt   |
| Helma Connelly   | Gillett           |          |
| Dorothy Connelly | Jacksonville      |          |
| E W Connelly     | Jacksonville      |          |
| Dixie Turner     | The Colony, Texas |          |
| Tin Taylor       | 237 Hwy 149       | Gillett  |
| Randy Prantham   | 404 Main          | 548-2860 |
| Sara Prantham    | 404 Main          | 548-2850 |
| John Brevburg    | 607 Champion      | 548-2576 |
| Nikola Zengstoad | 130 Ruth Ct       | 575-3525 |
| Blaine Brevburg  | 607 Champion      | 951-3088 |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                 |                |         |              |
|-----------------|----------------|---------|--------------|
| Scott Place     | Box 483        | Gillett | 870 548 2759 |
| Kathy Ferguson  | PO Box 708     | McBehee | 870 222 6423 |
| LeighAnn Rogers | 859 Kirtley Rd | Dumas   | 870-329-5500 |
| John Rogers     | 859 Kirtley Rd | Dumas   | 870-370-6228 |
| Devera Clawson  | P.O. Box 54    | Gillett | 870-946-6324 |
| Nicky Clawson   | P.O. Box 54    | Gillett | 870-946-5816 |
| Whitney Clawson | P.O. Box 54    | Gillett | 870-946-5924 |
| Clay Clawson    | P.O. Box 54    | Gillett | 870-509-1278 |
| Nicole Menard   | P.O. Box 142   | Gillett | 870-548-2946 |
| Angela          | PO Box 623     | Denit   | 870-246-4222 |
| Renee Cameron   | P.O. Box 271   |         | 548-2787     |
| Kim Hathorn     | P.O. Box 141   |         | 548-2296     |
| Gean Whealley   | 63             |         | 548-2080     |
| Miriam Barajas  |                |         | 548 3681     |
| Laura Talavera  |                |         | 830 3239     |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

| Name             | Address and Phone Number   |
|------------------|----------------------------|
| Myra Ballard     | Gillett AR 509-0523        |
| Bess Taylor      | Bryant, AR 773-5983        |
| Karen Duncan     | Tichnor 548-2542           |
| Jacqueline Noble | Gillett AR. 548-1254       |
| Miranda Achilles | Gillett AR 548-1254        |
| Carl Allen       | Dewitt ark 946-1662        |
| Glenda Allen     | Dewitt, AR 946-1662        |
| Norma Holzhaus   | Gillett, AR 548-2235       |
| Laurie Casan     | Dewitt AR 946-4026         |
| Dorothy Arnold   | Gillett, AR 548-2946       |
| Diane Turner     | Star City, AR 870-370-1133 |
| Kayla Turner     | " " 870-370-4885           |
| Whitney Turner   | " " 870-370-1189           |
| Thomas Turner    | " " 870-370-0022           |
| Verla Turner     | " " 870-370-1122           |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

Marco A. Barajas

5483081

Layton Mattmiller Gillett AR 548-2460

Charles Johnson 14201 Hwy 111  
Bryant, Ar 228-365-2901

David Lohman Gillett

Mike Dor Gillett 548-2253

Jacob Cox Gillett 548-0007

Larry Bauer Gillett 548-2859

Jestini, Betty Wallace Gillett 548-2398

Don Wheeler St-Henry 830-6476

Chicki Haskins Delwitt

Freddie M. Day Gillett 501 282-8587

Wendy Snah Lichner 548-2402

Carandra Palacios Chandler, AZ 480-363-4317

Grant Hagan Chandler, AZ 870-509-1104

Sally Ruff Gillett Ar 870 548-7707



Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

Pat Hagan 1223 W. 10th Street 870-568-6978

Rex Duncan PO Box 34 Tichnor, 72166 870-5482542

Monty Young Box 120 Gillett, AR 72055 548-2743

Long Clark 2272 Cook Creek Rd Okmulgee AR 74450 870-0003

Heath Alexander " " " 870 372-0032

Talitha Holland 248 Ashley St Montrose, AR 71658 (870) 737-2728

Kay Holland 248 Ashley St Montrose, AR 71658 (870) 737-2728

Johnny Holland 248 Ashley St Montrose, AR 71658 (870) 737-2728

Dona Decker Box 74 Gillett

Junior Fox 321 S. Roy Dewitt, AR

Angela M. Dupuy 1402 Forrest Rd Warren, AR 71671 870-820-8927

Merle Anders PO Box 571 Casscoe, AR 72026 870-241-204

Daniel Liff 504 N Front Street

R. Ross PO Box 39 Gillett

Buzz Menard Box 21 Gillett AR

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                  |                              |              |
|------------------|------------------------------|--------------|
| Christy Murphy   | PO Box 704 Gillett           | 548-2440     |
| Kevin Murphy     | PO Box 704 Gillett           | 548-2440     |
| Ann Epperson     | PO Box 36 Humphrey AR        | 873-4500     |
| Seth Place       | P.O. Box 532 Gillett         | 830 2144     |
| Jeremy R. Berry  | P.O. Box 681 Gillett         | 870-370-3171 |
| Cara Berry       | PO Box 681 Gillett           | 870 370 2852 |
| Shanna Place     | P.O. Box 532 Gillett         | 830-5110     |
| Gayle Gatz       | 273 Aldridge Rd Stuttgart    | 830-5559     |
| Barbara Holbauer | 401 Main Gillett             | 548-2357     |
| Scott Mannis     | #4 Main Gillett              | 674-4432     |
| Emily Lay        | 409 W. Main Gillett          | 830-1213     |
| Chris Lay        | 409 W. Main Gillett          | 830-6967     |
| Gayla Hearn      | PO Box 370 Gillett           | 548-2635     |
| Danndy Medis     | 2050 Montclair SS, AR        | 407-0563     |
| Lisa Werfacher   | 904 Meredith St White Hwy AR | 247-2442     |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                      |                                   |                    |
|----------------------|-----------------------------------|--------------------|
| Christopher Gage Lay | 409 W. Champion Gillett           | 830-1213           |
| J. Fuzzie            | Tichnor                           | 548-2450           |
| Charles Catterick    | P.O. Box 494                      | 548-1232           |
| Jennifer Lowe        | P.O. Box 124                      | 8509-1294          |
| Diane Clawson        | 2231 Hwy 44 Tichnor               | 548-2753           |
| Marsha Sullivan      | P.O. Box 214<br>410 N 6th Gillett | 548-3506           |
| Walt Sullivan        | P.O. Box 214 Gillett              | 548-3506           |
| Wayne Clawson        | 2231 Hwy 44 Tichnor               | 548-2753           |
| Dan Russell          | 48 Mistletoe St. Dumas AR         | 870-377-0985       |
| Melvin Smith         | 300 Parker Dumas AR               | 870-377-3709       |
| Katrina Garry        | Box 524 Gillett, AR               | 72055 946-5854     |
| Mary Sealed          | P.O. Box 132 Watson AR            | 71674 870-644-3686 |
| Billy Sealed         | P.O. Box 132 Watson AR            | 71674 870-644-3686 |
| Dan Muller           | P.O. Box 224 Dumas AR             | 72042 548-1266     |
| Kim Guthrie          | 723 W. Cross Dumas AR             | 72042              |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                 |                                |              |
|-----------------|--------------------------------|--------------|
| Travis A. Brown | 4379 Hwy 165 S. Gillett        | 870-659-6917 |
| Billie Malone   | 1984 Dundee St Gillett         | 548-1220     |
| Trinity Davis   | 403 N <sup>th</sup> 5 Street   | 870-456-8448 |
| Kenny Mangell   | 498 <sup>th</sup>              | 344 1286     |
| Lilli Lohman    | 214 N. 2nd.                    | 548-2524     |
| Mark Fletcher   | PO Box 633 / 409 N 6th A       | 870-723-6796 |
| K. Walker       | PO Box 461 Gillett             | 870-548-2010 |
| Juan William    | PO Box 461 Gillett             | 870 548-2010 |
| Dorrie Brister  | P.O. Box 674 Gillett           | 870-509-1912 |
| Nancy Isipul    | PO Box 568 Gillett             | 870 548 2426 |
| Steve Israel    | P.O. Box 568 Gillett, AR 72055 | 870 548 2426 |
| Man 149 Denney  | PO Box 641                     | 870 548-2029 |
| Serena Biley    | PO Box 464 Gillett             | 870 659 5395 |
| Benny Trump     | 69 Saurmill Ln Gillett         | 870-510-8044 |
| Regina Reed     | 105 Main St. Gillett.          | 501-4287250  |
| Sammie Bowers   | 5227 Hwy 1655 Gillett          | 501-1035     |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

| Name                | Address and Phone Number                 |
|---------------------|------------------------------------------|
| Carmen Driskell     | Box 601 G-town 870 830 6711              |
| Carrie Womack       | Box 366 870-548-1245                     |
| Chelsea Brinton     | P.O. 6741 870-509-1912                   |
| Walt Love           | PO 38 509-0535                           |
| Sarah & Lance Dupuy | PO Box 245 548-1222                      |
| Barbara Menard      | Box 373 548-2584                         |
| Bugsy Menard        | Box 373 548-2584                         |
| Shirley Adams       | 23104 548-2827                           |
| Bob Adams           | 23104 548-2827                           |
| Justin Wallace      | Box 462 548-2398                         |
| Lina Williams       | Dumas, AR<br>129 Old Hunter Dr. 377-2357 |
| Kevin Wallace       | Box 126 Gillett AK 72055 548-2246        |
| Cindy Baker         | P.O. Box 245 Gillett, AR 509-1177        |
| Donald Borne        | P.O. Box 245 Gillett, AR                 |
| Caitlin Carol Borne | ELLEMYSCHOOL (going to Frisht Grade)     |



Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                 |                                |
|-----------------|--------------------------------|
| Louise Clauson  | P.O. Box 432 Gillett, AR 72055 |
| Chris Clauson   | P.O. Box 432 Gillett, AR 72055 |
| Sue Ann Brown   | P.O. Box 453 Gillett, AR 72055 |
| Mitchell Brown  | P.O. Box 453 Gillett, AR 72055 |
| Martha Hinton   | P.O. Box 576 Dewitt, AR 72055  |
| Cindy Baker     | P.O. Box 245 Gillett, AR 72055 |
| Donald Baker    | P.O. Box 245 Gillett, AR 72055 |
| Jacky Jacobs    | P.O. Box 186, Dewitt, AR 72055 |
| Ashley Jacobs   | P.O. Box 186 Dewitt            |
| Angie Jacobs    | P.O. Box 186 Dewitt            |
| Debra Bethel    | 5227 Hwy 1655 Gillett          |
| Lois Clauson    | 57 Clauson Ln. Tichnor         |
| Ronald Clauson  | 57 Clauson Ln. Tichnor         |
| Estell Jordan   | 306 W. Main Gillett, AR 72055  |
| EMERALD FRITSCH | 306 W. Main Gillett, AR 72055  |



Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

| Name                          | Address and Phone Number                  |
|-------------------------------|-------------------------------------------|
| Billy Kinkhoff                | P.O. Box 242 548-1204                     |
| Valerie Brown                 | <del>212</del> Gillett                    |
| <del>Ann</del> Annette Dineen | P.O. Box 242 548-1204                     |
| Jayce Noble                   | P.O. Box 183 Gillett <del>AR</del>        |
| Connie Kyle                   | P.O. box 195 Gillett AR                   |
| Spencer Lte                   | P.O. box 195 Gillett AR                   |
| Vivian Fleckman               | PO Box 411 Gillett, AR                    |
| MELISSA Bohmert               | PO BOX 658 659-0818                       |
| Loretta Berry                 | Box 162 Gillett                           |
| Jackie Conwes                 | Box 60 Gillett 509 0674                   |
| Arle Coulson                  | P.O. Box 653 Gillett                      |
| Diane Brankham                | PO Box 383 Gillett                        |
| Charles Lerson                | 353 Hwy 44 Gillett                        |
| John Johnston                 | P.O. Box 603 Gillett                      |
| Nanci Noble                   | P.O. box 623 Gillett, <sup>830</sup> 5760 |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                   |                                  |               |
|-------------------|----------------------------------|---------------|
| Janet Cox         | DeWitt                           | 946-2105      |
| Hannah Garrison   | PO Box 672 Gillett               | 810-830-3232  |
| Jonathan Fuchs    | PO Box 108, Almyra               | 870-344-0941  |
| Gabrielle Fuchs   | PO Box 108 Almyra                | 870-946-1231  |
| Stacy Dismond     | P.O. Box 123 Gillett             | 870-344-0764  |
| Ronnie Enos       | DeWitt                           | 946-4668      |
| Brook Bradberry   | DeWitt                           | 955-0653      |
| Jason Bradberry   | DeWitt                           | 344-1322      |
| Donna Enos        | DeWitt                           | 946-4668      |
| R. Campbell       | 3580 Hwy 130E Almyra             | 870-992-3344  |
| Phonda Reed       | 1211 N. 4th St. Waltham AR 72340 | 870-512-4082  |
| Richard Owens     | 19 Fairview Cir. DeWitt AR 72042 |               |
| Judy Dyer         | 438 N. 7th Clarendon AR 72029    | 870-8747 1371 |
| Kim Cohen         | DeWitt                           | 946-0158      |
| Charlotte Harkins | PO Box 359 Gillett AR 72055      | 548-2265      |

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

1-876  
830 7468

Steven R. Gody

P.O. Box 22 Tichnor Ar 72146

Anthony Williams

1570-509-2011 151 Elm Branch RD Dewitt AR 72042

Damon Capps 8708305213 151 Elm Branch RD Dewitt AR 72042

Robert English 548-2429 194, Marl Long, Rd. Tichnor, Ar.

Terrell Ward

946-5754

1201, west Haliborn, Dewitt Ar.

Margie Sanders

548-2617

105 Rose, Gillett, Ar

Edwina D Gray

501-941-2206

396 Haeis Rd Cabot, AR

Sign your name and show your  
support for the new  
**Gillett Heritage Academy**

Name

Address and Phone Number

|                  |                  |                   |
|------------------|------------------|-------------------|
| Mike Goodell     | 363 Hwy 44       | Gillett, AR 72055 |
| Hunter Goodell   | 363 Hwy 44       | Gillett, AR 72055 |
| Debbie Claidy    | 104 Summit       | Dumas, Ar. 71639  |
| Charles Woudgott | 41 N Adcock      | Dumas, Ar 71639   |
| Bettina Davis    | 88 Jack Dante    | Dumas, AR 71639   |
| Chris Clawson    | 107 Wheslie Ave  | Gillett AR 72055  |
| Louise Clawson   | 107 Wheslie Ave. | Gillett, AR 72055 |
| Brandon Truax    | PO Box 621       | Gillett AR        |
| Betty Fuhrman    | PO Box 226       | Gillett AR        |
| B. My Eason      |                  | Gillett AR        |
| Geneva Leach     | PO Box 171       | Watson, Ar 71674  |
|                  |                  |                   |
|                  |                  |                   |
|                  |                  |                   |
|                  |                  |                   |

DE WITT ERA-ENTERPRISE  
PO BOX 431  
DE WITT

AR 72042-

A MINIMUM CHARGE OF \$1.00, UP TO 1% OF BALANCE, WILL BE CHARGED  
IF NOT PAID BY DATE.

INVOICE/  
STATEMENT  
AS OF  
07/30/09

Attachment 3: Doc. of Public Hearing

107245-99  
GILLETT CIVIC GROUP  
BOX 116  
GILLETT AR 72055

DUE DATE: AUG. 25, 2009

| DATE     | DESCRIPTION            | PAPER            | UNITS | RATE    | CHG/CR | BALANCE                     |
|----------|------------------------|------------------|-------|---------|--------|-----------------------------|
|          |                        | PREVIOUS BALANCE |       |         |        | <del>88.00</del>            |
| 07/02/09 | DISPLAY                | ERA-EP           | 12.00 | I 5.500 | 66.00  | <i>already</i>              |
|          | FIREWORKS EXTRAVAGANZA |                  |       |         |        | <i>Paid</i>                 |
| 07/02/09 | DISPLAY                | ERA-EP           | 8.00  | I 5.500 | 44.00  |                             |
|          | CHARTER SCHOOL HEARING |                  |       |         |        |                             |
| 07/09/09 | DISPLAY                | ERA-EP           | 8.00  | I 5.500 | 44.00  |                             |
|          | CHARTER SCHOOL HEARING |                  |       |         |        |                             |
| 07/16/09 | DISPLAY                | ERA-EP           | 8.00  | I 5.500 | 44.00  |                             |
|          | CHARTER SCHOOL HEARING |                  |       |         |        |                             |
| 07/30/09 | SERVICE CHARGE         | ERA-EP           |       |         | 1.00   |                             |
|          | NEW BALANCE            |                  |       |         |        | <del>287.00</del><br>199.00 |

| CURRENT | 30 DAYS | 60 DAYS | 90 DAYS | 120 DAYS | TOTAL                                                                       |
|---------|---------|---------|---------|----------|-----------------------------------------------------------------------------|
| 199.00  | 88.00   | .00     | .00     | .00      | <i>Pd 8/11/09</i><br><i>ck # 1006</i><br><u>199.00</u><br><del>287.00</del> |

DE WITT ERA-ENTERPRISE (870) 946-3241

Clarion Publishing Co, Inc.

P.O. Box 220  
Dumas, AR 71639

# Invoice

## the Dumas Clarion

7/15/2009

Invoice #

7685

Bill To

Gillett Charter School  
c/o Gillett Civic Group  
P.O. Box 116  
Gillett, AR 72055  
United State of America

Project

Terms

DUE UPON RECE...

Ship To

| 8                                                  | Display Ad: 2x4"<br>"Gillett Charter School Public Hearing"<br>Ran 7/01     | 8.05  | 64.40 |
|----------------------------------------------------|-----------------------------------------------------------------------------|-------|-------|
| 8                                                  | Display Ad: 2x4"<br>"Gillett Charter School Public Hearing"<br>RD2-Ran 7/08 | 6.44  | 51.52 |
| 8                                                  | Display Ad: 2x4"<br>"Gillett Charter School Public Hearing"<br>Ran 7/15     | 5.635 | 45.08 |
| <p>7/2/09 \$161.00<br/>CR # 1004<br/>CR # 1991</p> |                                                                             |       |       |

Thank you for your Business!

\$161.00

Phone #

Fax #

E-mail

870-382-4925

870-382-6421

dopat@centurytel.net

Attachment 3: Doc. of Public Hearing



COUNTY OF DESHA

SS

**TERRY G. HAWKINS**

I, .....  
do solemnly swear that I am the.....**Managing Editor**..... of

# THE DUMAS CLARION

a weekly newspaper, printed and published in the county of Desha, State of Arkansas; that I was so related to this publication at and during the publication of the annexed legal advertisement in the case of. . . . **GILLETT CHARTER SCHOOL** . . . .

**PUBLIC HEARING: Everyone Welcome! Tuesday - July 21, 2009**

**@ First Baptist Church , west end of Main Street, Gillett, AR.**

pending in the ..... Court,  
n said County, and at the dates of the several publications of  
he said advertisement hereinafter stated; and that during said  
periods and at said dates, said newspaper was printed and had  
a bona fide circulation in said County; that said newspaper  
had been regularly printed and published in said County and  
had a bona fide circulation therein for the period of one month  
before the date of the first publication of advertisement; and  
that said advertisement was published in the regular weekly  
issue of said paper for ..... THREE ..... times.

The first publication thereof was made:

In the.....1st..... day of JULY....., 20..09

he second on the 8th day of JULY, 2009.

the third on the 15th day of JULY, 20.....

the fourth on the ..... day of ....., 20.....

the fifth on the..... day of ....., 20.....

the sixth on the..... day of ....., 20.....

Fees for Printing \$ . . . \$161.00 . . . . .

Cost of Proof \$ . . . \$5.00 . . . . .

**TOTAL     \$ .. \$166.00 .....**

**DOROTHY L. PATTERSON**  
**NOTARY PUBLIC - ARKANSAS**  
**DESHA COUNTY**  
**#12358760**  
**My Commission Exp. 1-31-2017**

Subscribed and sworn to before me this.....15th.....day of

JULY 20 09

15th

**Notary Public**

My Commission Expires .....1/31/2017.....

# Gillett Charter School Public Hearing

## Everyone Welcome!

Tuesday ~ July 21, 2009

6:30 p.m.

**@ First Baptist Church  
West end of Main Street  
Gillett, AR**

\* Child care provided.

**For more information contact:**

## Gillett Civic Group

**888-764-3130**

[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)

7/31/2009

STUTTGART DAILY LEADER  
870-673-8533  
111 W 6TH STREET  
STUTTGART, AR 72160

CUST# 29311.00

Gillett Civic Group  
PO Box 116  
Gillett, AR 72055

| INVOICE         | DATE      | DESCRIPTION           | QTY  | RATE    | TAX | AMOUNT   |
|-----------------|-----------|-----------------------|------|---------|-----|----------|
| Balance Forward |           |                       |      |         |     | 0.00     |
| 6078449         | 7/1/2009  | 8" Retail             | 8.00 | \$ 4.75 |     | \$ 38.00 |
| 6078450         | 7/7/2009  | 8" Retail             | 8.00 | \$ 9.50 |     | \$ 76.00 |
| 6078451         | 7/7/2009  | 8" Super Tuesday Rate | 8.00 | \$ 3.00 |     | \$ 24.00 |
| 6078449         | 7/13/2009 | 8" Retail             | 8.00 | \$ 4.75 |     | \$ 38.00 |

*pd. ck# 2009  
6/30/09  
gr*

| CURRENT | 30 DAYS | 60 DAYS | 90 DAYS | 120 DAYS | PLEASE PAY | 176.00 |
|---------|---------|---------|---------|----------|------------|--------|
| 0.00    | 0.00    | 0.00    | 0.00    | 0.00     |            |        |

**Proof of Publication**STATE OF ARKANSAS  
COUNTY OF ARKANSAS}

NO \_\_\_\_\_

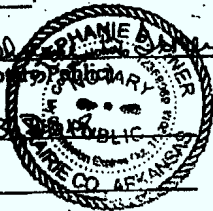
SS

I, Clark Smith, solemnly swear that I am the Publisher of the Stuttgart Daily Leader, a daily newspaper printed in said county and that I was such Publisher at the dates of publication hereinafter stated, and that such newspaper had a bona fide circulation in such county at said dates, and had been regularly published in said county for the period of one month next before the date of the first publication in said newspaper 1 times for 3 Weeks consecutively, the first having made on

|                    |          |        |             |    |           |
|--------------------|----------|--------|-------------|----|-----------|
| The                | <u>1</u> | day of | <u>July</u> | 20 | <u>09</u> |
| The second on the  | <u>7</u> | day of | <u>July</u> | 20 | <u>09</u> |
| The third on the   | <u>3</u> | day of | <u>July</u> | 20 | <u>09</u> |
| The fourth on the  |          | day of |             | 20 |           |
| The fifth on the   |          | day of |             | 20 |           |
| The sixth on the   |          | day of |             | 20 |           |
| The seventh on the |          | day of |             | 20 |           |
| The eighth on the  |          | day of |             | 20 |           |
| The ninth on the   |          | day of |             | 20 |           |
| The tenth on the   |          | day of |             | 20 |           |

Clark Smith

Sworn to and subscribed before me this 24<sup>th</sup> day of Aug 20 09

My Commission Expires October 3Publication Fee \$ Five**Gillett Charter School****Public Hearing****Everyone Welcome!****Tuesday ~ July 21, 2009****6:30 p.m.**

**@ First Baptist Church  
West end of Main Street  
Gillett, AR**

**\* Child care provided.****For more information contact:****Gillett Civic Group****888-764-3130****[www.gillettivicgroup.com](http://www.gillettivicgroup.com)**

# Gillett Civic Group, Inc.

“...Building on a strong foundation for the future of Gillett!”

July 1, 2009

To: Arkansas State Board of Education

Re: Notice of Public Hearing

In accordance with the Open-Enrollment Public Charter School Application Checklist the attached Public Hearing notice was mailed on July 1, 2009 to the following superintendents of the contiguous school districts from which Gillett Heritage Academy is likely to draw students for the purpose of enrollment.

Notice of hearing was mailed to:

- 1) DeWitt School District  
Attn: Gary Waymon, Superintendent  
422 West 1<sup>st</sup> Street  
DeWitt, AR 72042
- 2) Stuttgart School District  
Attn: Dr. Laura Bednar, Superintendent  
2501 South Main  
Stuttgart, AR 72160
- 3) Dumas School District  
Attn: Dr. Tom H. Cox, Superintendent  
213 Adams Street  
Dumas, AR 71639

Sincerely,  
Jennifer Menard,  
Gillett Civic Group, Inc.



Gillett Civic Group, Inc.  
PO Box 116  
Gillett, AR 72055

[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)

# Gillett Charter School Public Hearing

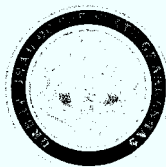
Everyone Welcome!

Tuesday ~ July 21, 2009  
6:30 p.m.

@ First Baptist Church  
West end of Main Street  
Gillett, AR

\*Child care provided.

For more information contact:  
Gillett Civic Group  
888-764-3130  
[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)



STATE OF ARKANSAS

# House of Representatives

## REPRESENTATIVE

Robert S. Moore, Jr.

P. O. Box 446

Arkansas City, Arkansas 71630-0446

### Phone:

870-877-1210 Business

501-590-1633 Cell

870-877-2517 FAX

e-mail: moorer@arkleg.state.ar.us

## DISTRICT 12

### Counties:

Part Ashley County

Chicot County

Part Desha County

Part Arkansas County

## COMMITTEES

### Revenue and Taxation

Income Taxes - Personal and

Corporate Subcommittee

### Agriculture, Forestry and Economic

Development

Agriculture, Forestry and Natural

Resources Subcommittee

### Chairperson,

Rules

### Joint Budget

August 12, 2009

Gillett Civic Group

P.O. Box 116

Gillett, AR 72055

To Whom It May Concern:

This letter is written to express my wholehearted support for the proposed Gillett Heritage Academy.

The Heritage Academy is sure to carry on the tradition of quality education that has long been the hallmark of the Gillett School District. Through emphasizing the goals of smaller classes, higher educational standards and increased student discipline, the school will be of great benefit to its students and the city, as well as southeast Arkansas. Given the need for economic development and revitalization in our part of the state, the Gillett Heritage Academy represents a "win-win" proposition for all involved.

I know that I join with the citizens of Gillett in my enthusiasm for making this worthy endeavor a reality. If you have any questions or need any additional information, please do not hesitate to contact me.

Sincerely,

Robert S. Moore, Jr.  
State Representative

RSMJ/adm

Attachment 5: Letters of Support for GHA



MARION BERRY  
1ST DISTRICT, ARKANSAS

COMMITTEE:  
APPROPRIATIONS

BUDGET

2305 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
TEL.: (202) 225-4076  
FAX: (202) 225-5602

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-0401**

108 EAST HUNTINGTON AVENUE  
JONESBORO, AR 72401  
TEL.: (800) 866-2701  
FAX: (870) 972-4605

112 SOUTH FIRST STREET  
CABOT, AR 72023  
TEL.: (501) 843-3043  
FAX: (501) 843-4955

1 EAST 7TH STREET  
SUITE 200  
MOUNTAIN HOME, AR 72653  
TEL: (870) 425-3510  
FAX: (870) 425-3511

August 10, 2009

Gillett Civic Group  
P.O. Box 116  
Gillett, AR 72055

To Whom It May Concern:

It is my understanding that the citizens of Gillett are attempting to secure a charter from the State Board of Education in order to start the Gillett Heritage Academy.

As a member of Congress, one of my top priorities is educational development. I am always pleased to see different communities in the First Congressional District of Arkansas seek to improve the quality of life in their area. I am aware that the Gillett Civic Group is working to open the Gillett Heritage Academy, which plans to offer small classes with high educational standards. I applaud the efforts of Gillett Civic Group and hope this program will provide enormous benefits to the youth of Gillett, Arkansas.

Please accept this letter as notification that I strongly support initiatives to strengthen and enrich educational opportunities in the state. It is with pleasure that I serve the people of the First Congressional District of Arkansas.

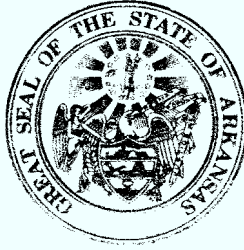
Sincerely,



MARION BERRY  
Member of Congress

MB/ka

Attachment 5: Letters of Support for GHA



STATE OF ARKANSAS  
THE ATTORNEY GENERAL  
DUSTIN MCDANIEL

August 17, 2009

Gillett Civic Group  
P.O. Box 116  
Gillett, AR 72055

Dear Civic Group Members:

I am writing in support of the Gillett community's efforts to secure a charter from the State Board of Education to create the Gillett Heritage Academy.

I was born and raised in the Delta of Arkansas, and I know firsthand how important it is to provide quality educational opportunities to rural and underserved communities. I also know that each parent wants the best for his or her child. As a public servant and elected official, I have had many occasions to visit Gillett and to determine that its people are hard-working, well-meaning, and committed to their community and state. I support the city and citizens' efforts to make the best education available to the children of Gillett, and I hope the petition will be given careful and proper consideration.

If you have any questions or require further information, please do not hesitate to contact my office.

Sincerely,

A handwritten signature in black ink, reading "Dustin McDaniel".

Dustin McDaniel  
Attorney General

DBM: kr

Attachment 5: Letters of Support for GH

BOBBY L. GLOVER

SENATOR  
28TH DISTRICT  
OFFICE: 870-552-3300

POST OFFICE BOX 1  
CARLISLE, ARKANSAS 72024-0001



**THE SENATE  
STATE OF ARKANSAS**

**CHAIRMAN:**  
JOINT AUDIT

**VICE-CHAIRMAN:**  
REVENUE & TAX

**MEMBER:**  
LEGISLATIVE COUNCIL

JOINT BUDGET

STATE AGENCIES & GOVERNMENTAL AFFAIRS  
RULES, RESOLUTIONS & MEMORIALS

JOINT PERFORMANCE REVIEW

TRANSPORTATION, TECHNOLOGY & LEGISLATIVE AFFAIRS

August 18, 2009

Arkansas State Board of Education  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, Arkansas 72201

**RE: Gillett Heritage Academy - Charter School Application**

Dear Dr. Williams:

It is with great pleasure I offer my full support to the establishment of the Gillett Heritage Academy Charter School in Gillett, Arkansas. The school would provide an opportunity for educational and economic growth in the community.

A 25 acre block has been selected as the location for the school, and the focus is on building a "green" facility. The projected facility would be approximately 21,600 square feet and house Kindergarten through 12th grade students. The charter school would not only provide exceptional educational experiences, but would also stimulate other economical opportunities for the community.

It is my hope you will give this application serious consideration. Thank you for all you do for the State of Arkansas and one of its greatest resources - its children. If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Bobby L. Glover".

Bobby L. Glover  
State Senator  
District 28

BLG:lr

**Attachment 5: Letters of Support for GHA**

**CLAUDE W. JENKINS  
ATTORNEY AT LAW  
P. O. BOX 409\  
DEWITT, ARKANSAS 72042**

Telephone: (870) 8171626

August 20, 2009

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

Ladies and Gentlemen:

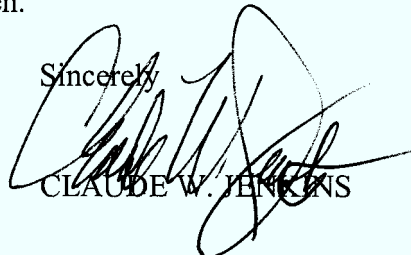
I have lived in the Southern District of Arkansas County, Arkansas for more than forty years. I have not only practiced law but have served in various judicial and civic capacities. The City of Gillett, Arkansas has been a unique place throughout my years in Arkansas County. While the town is somewhat small, its trade area covers the lower one-third of Arkansas County which is one of the largest counties in Arkansas. The town has always had an excellent school system with modern facilities and equipment and excellent faculty and staff. The town provides a library, a well staffed police department and city government, a local court with adequate facilities together with an active bank. Gillett has for more than 50 years been the site of the "Annual Gillett Coon Supper", one of the "political places to be" each January in Arkansas.

Recently, the Gillett School District was consolidated with the DeWitt Public School District taking away from the City of Gillett and the Southern third of Arkansas County local schools for the children living in the old Gillett School District.

The "Gillett Civic Group" consisting of the citizens of Gillett and South Arkansas County have decided to create an open-enrollment charter school to serve the citizens in the area of South Arkansas County which will provide a quality college preparatory education.

I want to register with you my full support for the application of the Gillett Civic Group to establish an open-enrollment charter school. I sincerely hope that you will favorably consider the wishes of all of the citizens of Gillett and South Arkansas County for a choice in quality education for our children.

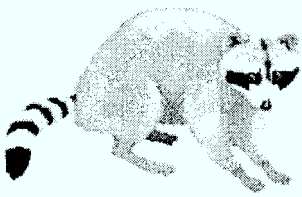
Sincerely,



CLAUDE W. JENKINS

CWJ/

Attachment 5: Letters of Support for GH



# *City of Gillett*

P. O. Box 367  
Gillett, Arkansas 72055

Office: (870) 548-2541  
Police: (870) 548-2812  
Fax: (870) 548-3121



---

**"Home of Friendly People and the Coon Supper"**

July 30, 2009

Arkansas State Board of Education  
Four Capitol Mall  
Little Rock, AR 72201

Re: Gillett Charter School

To Whom It May Concern:

The citizens of Gillett and its elected officials are dedicated to the betterment of the educational system in our community. The education of the children in Gillett and our surrounding area is crucial to our development and prosperity. The City of Gillett is attempting to, and will continue to attempt to, obtain our own school district. We believe that a locally controlled education is highly beneficial to our children. Gillett Heritage Academy is just the first step toward a revitalization of our town and this region of the state. Gillett Heritage Academy will provide the personal attention to our students that has been proven to improve test scores as well as student discipline. Any improvement in the educational system is important to us; therefore, I support Gillett Heritage Academy in Gillett.

Sincerely,

Mayor Jared Holzhauser  
City of Gillett, Arkansas

**Attachment 5: Letters of Support for GHA**

---

Jared Holzhauser  
Mayor

Ken Dempsey  
Chief of Police

Jennifer Lowe  
Recorder/Treasurer

Monty Young  
Fire Chief

Bill Pratt  
Maintenance Supt.

The City of Gillett is an equal opportunity provider and employer.

**Attachment 5: Letters of Support for GHA**

August 06, 2009

Arkansas Department of Education  
Four Capitol Mall  
LR, AR. 72201

To whom it may concern,

This letter is to acknowledge my support for a Charter School in Gillett, Arkansas. Through the support given to the fire department, I have seen first hand how the citizens come together to provide a better community. The Gillett community has always been proud of the students of Gillett and their continued education in many professions. With the areas of study that the Charter School is proposing, the school will be providing an education to further the students into the 21st century and provide ways for them to be better citizens in our society.

Therefore, I believe a Charter School will be an asset to our city and provide new opportunities for our students.

Sincerely,

A handwritten signature in cursive script, appearing to read "Monty Young".

Monty Young  
Gillett Fire Chief  
870-509-1542





# Gillett Police

P. O. Box 367  
Gillett, Arkansas 72055

Police: (870) 548-2812  
Cell: (870) 509-1041  
Fax: (870) 548-3121

August 18, 2009

To Whom It May Concern:

This letter is to acknowledge my support for a Charter School in Gillett Arkansas. In today's world, where the United States appears to be coming in third in technology and science, there is a definite need for schools that concentrate on those disciplines. The Gillett Heritage Academy would offer advanced and more classes in science and math with a concentration on the "Green" environmental issues. This in itself should benefit the students, the Citizens of Gillett, and the state of Arkansas. I believe a Charter School will be an asset to our city and provide opportunities for at least some of our young citizens that may not otherwise be provided.

Respectfully,



Kenneth B. Dempsey  
Chief of Police, City of Gillett

870-509-1041  
kdempseygpd@centurytel.net

Attachment 5: Letters of Support for GHA

Jared Holzhauser  
Mayor

Ken Dempsey  
Chief of Police

Jennifer Lowe  
Recorder/Treasurer

Attachment 5: Letters of Support for GHA  
Monty Young  
Fire Chief

Bill Pratt  
Maintenance Supt.

Attachment 5: Letters of Support for GHA

The City of Gillett is an equal opportunity provider and employer.

# *Planters & Merchants* BANK

210 W. MAIN • P. O. BOX 357  
GILLETT, ARKANSAS 72055-0357

LARRY E. BAUER  
President

TELEPHONE (870) 548-2211  
FAX (870) 548-2220

July 31, 2009

State Board of Education  
#4 Capitol Mall  
Little Rock, AR 72201

Dear Ladies and Gentlemen:

Planters & Merchants Bank supports the application of Gillett Heritage Academy for an open-enrollment public charter school. We believe that educational choice is important for our local children and parents, and that expectations for student achievement from an environment providing a quality education should be our first priority.

Sincerely,



Larry Bauer  
President

Attachment 5: Letters of Support for GHA

# Menard Mfg. Co.

6401 Highway 152 East  
DeWitt, AR 72042

---

July 30, 2009

To: Department of Education  
4 Capitol Mall  
Little Rock, AR 72201

Dear Members of the Board:

Menard Mfg. Company has been a manufacturing company in Gillett since 1994. As a corporate citizen of Gillett we support Gillett Heritage Academy. We view this opportunity as an excellent way to improve the education for the children in our community. Gillett Heritage Academy will provide a unique learning environment that should prepare our students for careers in today's rapidly changing economy.

Menard Mfg. will be more than willing to provide financial support as well as volunteer our time during construction of the facility and thereafter for Gillett Heritage Academy.

Sincerely,



Bill Menard,  
President

Attachment 5: Letters of Support for GHSA

Arkansas Department of Education  
Four Capitol Mall  
Little Rock , Ark 72201

To whom it may concern;

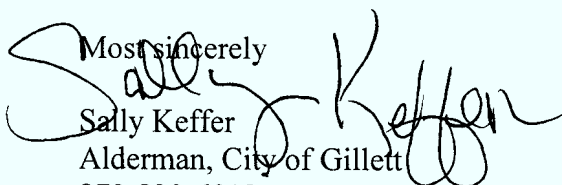
I am a concerned member of the community of Gillett, and happen to also be a member of the City Council. I grew up in the "old Gillett School District", and my four sisters and I rode the bus in to school. We were the first to get on the bus in the morning, at 6:45 a.m., and the last to get off the bus at 5:30 p.m... I cannot imagine the ride our children will have to take this year to get to DeWitt to school, and how that will affect their education. I have also substitute taught in the DeWitt schools, there are already too many kids there. They constantly have discipline issues. I have witnessed myself first hand that some of the kids are not getting the attention and one on one interaction from the teachers that they need to grasp the material they are trying to teach them. I also know that the DeWitt and Dumas schools tests scores are not where they should be within the standards that you the Department of Education have set.

I also had a child with a learning disability, who received excellent one on one help from the teachers in his regular classes plus in resource classes, in Gillett. I have witnessed in the DeWitt school that the teachers are just over whelmed and a lot of the children are just pushed on because of the lack of time needed to make sure each child is fully understanding the material.

There are many people in our small community old and young who are committed to helping make a Charter School a reality for our children. I believe it would be detrimental to our young students to have to take that long trip on a bus, and also miss out on the values that people in our community stand for. We are a very involved community that supports our schools and young people. I was over whelmed at the meeting to see two hundred plus people turn out for the very first charter school meeting.

I am in full support of the school and feel like it will provide a excellent education that I don't feel our students will get in DeWitt or Dumas.

Most sincerely

  
Sally Keffer  
Alderman, City of Gillett  
870-830-6012

August 3, 2009

Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

To whom it may concern:

This letter is to acknowledge my support for Gillett Heritage Academy. I believe that this Charter School would be a great opportunity for many students in Gillett and the surrounding areas to get a quality education that may not be available without it. I believe that a Charter school would be great for our community and our community would be great for a Charter School. I believe our young citizens deserve the opportunity for a great education.

Most sincerely,

A handwritten signature in cursive script that reads "Walter R. Sullivan".

Walter R. Sullivan  
Alderman, City of Gillett.


870 548 3506

ARKANSAS Department of Education  
Four CAPITOL MALL  
L.R. AR. 72201

To whom it may concern,

I would like to acknowledge my support  
for a charter school in Gillett, ARKANSAS.  
Our children should have a right to a  
good education based in the community they  
live in. A charter school will be an  
asset to our students, our city, and our  
citizens.

Thank you,

  
Alderman, City of Gillett  
JERRY Connelly

870-548-2800



Gillett, First Baptist Church  
702 West Main Street  
Gillett, Arkansas 72055  
(870) 548 2394  
Dr. Freddie M. Gay, Pastor

=====

August 5, 2009

To Whom it May Concern;

Re: "Gillett Heritage Academy"

My initial encounter with Gillett, Arkansas came in 1970 when I was invited to one of the churches in the area to speak. Since that time I have had the opportunity to return on several occasions. As of January, 2007 I was honored with the privilege to become pastor of the First Baptist Church in Gillett.

From my first visit to Gillett until this day, I have been most impressed with how the community seems to be knit together around the school system in town. Almost everything here revolves around the school, and I am proud to say that many of the young people and boys and girls are involved in the local churches.

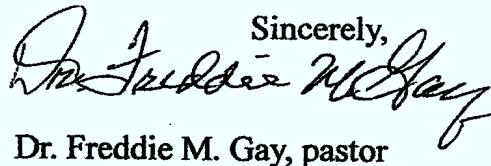
Our town is small, but it is amazing how many of the students have left Gillett and moved on to college and trade schools to better themselves and serve in many various capacities. It seems that the teachers, as well as the parents and the young people themselves, take great pride in their academic achievements. We firmly believe that we have some of the most intelligent young people of our nation, and it has come about because of the concern of the entire town.

---

We would like to see this continue. However, much of that will depend on your consideration of allowing us to proceed with these plans.

We sincerely hope you will strongly consider our application for establishing such a school in our community.

May God bless you and lead you in this situation.

Sincerely,  
  
Dr. Freddie M. Gay, pastor

August 28, 2009

Buzz Menard  
Gillett Civic Group  
P.O. Box 116  
Gillett, AR 72055

Re: Proposed Charter School, Gillett Heritage Academy

Mr. Menard:

It is my pleasure to write a letter in support of the proposed charter school, Gillett Heritage Academy, being submitted to the Arkansas Department of Education by the Gillett Civic Group.

My family has a long association with the Arkansas Delta and specifically Gillett. My great aunt, Alice Branstetter was a public school teacher in Gillett for 50 years! My mother, Twyla Crill Jones, is a graduate of Gillett and I, myself, was a student. The impact of a quality of education for the youth of Gillett cannot be understated.

I fully support the efforts of the Gillett Civic Group as they seek approval for Gillett Heritage Academy. Any program that will help our students be better prepared for college and the workforce will benefit our community at large.

Sincerely,

  
Dale Jones



August 27, 2009

To Whom It May Concern:

The DeWitt Campus of Phillips Community College of the University of Arkansas is located in Arkansas County, and in past years, has provided services to the Gillett Public Schools. PCCUA DeWitt Campus would be willing to collaborate with the community of Gillett in their efforts toward establishing the Gillett Heritage Academy. We currently provide concurrent credit classes to area high school students, and we also operate a Career and Technical Center, providing career and workforce education for students in the following areas: Medical Professions; Computer Engineering; Welding; Renewable Energy Technology; Agriculture and Criminal Justice.

It is my understanding that Renewable Energy is the focus of the Heritage Academy. We now have a Career and Technical Center program in renewable energy, a two-year degree in renewable energy, and access to a four year degree in renewable energy through ADTEC, ADSTEP, ADWIRED, and a Community Based Job Training Grant. The Center of Excellence for Renewable Energy for PCCUA is located on the DeWitt Campus at the newly renovated National Guard Armory, and state-of-the-art equipment is being purchased for this program, along with a fully equipped science lab.

Other services we might collaborate on include college financial aid information, an annual Career Fair of 11<sup>th</sup> and 12<sup>th</sup> graders, an 8<sup>th</sup> grade Career Fair, ACT Prep workshops, COMPASS testing, and KUDER career testing, Diana Graves, High School Relations Director for the DeWitt Campus, would be an invaluable contact for the Gillett Heritage Academy.

Because we are a community college, we value collaborations with other entities in our service area. Working with area elementary and high schools allows PCCUA to plant the seed that education after high school is critical, and that the DeWitt Campus of PCCUA is an affordable and effective option for area students.

If you should need further information, please feel free to contact me by e-mail [cturner@pccua.edu](mailto:cturner@pccua.edu), by phone @ 870-946-3506, x1605 or 870-509-0496.

Sincerely,

A handwritten signature in cursive script that reads 'Carolyn Turner'.

Carolyn Turner  
Vice Chancellor  
DeWitt Campus  
Phillips Community College University of Arkansas

Attachment 5: Letters of Support for GHA

Cleon Collier Memorial Library  
211 West Main  
Gillett, AR 72055

August 28, 2009

To: Gillett Civic Group, Inc.  
Attn: Derek Menard, President  
PO Box 116  
Gillett, AR 72055

Re: Student's use of Public Library

Dear Mr. Menard

I am aware of your proposal for an Open-Enrollment Public Charter School in Gillett. In collaboration of providing a higher standard of learning for the students of Gillett Heritage Academy, we would be more than happy to allow use of the Gillett Public Library.

If you have any questions, or need to reach me please call me at 870-548-2821.

Sincerely,

  
Stacey Clawson  
Librarian

# Gillett Heritage Academy 2010

**August 2010**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

**September 2010**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |    |    |

**October 2010**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

1st Day of  
School

End of 9 Weeks

Spring Break

**November 2010**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 |    |    |    |    |

**December 2010**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

**January 2011**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

**February 2011**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 |    |    |    |    |    |

**March 2011**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

**April 2011**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**May 2011**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

**June 2011**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |    |    |

**July 2011**

| S  | M  | Tu | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

## Daily Kindergarten Schedule

7:30 - 7:55 Breakfast

8:00 - 8:40 Morning Circle (calendar, weather, patterns, counting)

8:40 - 9:20 Literacy

9:20 - 10:00 Spanish

10:00 - 11:30 Guided Reading Groups. Work Stations (small group rotation)

10:00 - 11:30 P.E., Music or Art (when not in reading groups or work stations)

11:30 - 12:20 Lunch and Recess

12:20-1:00 Nap

1:00 - 1:40 Writers Workshop

1:40 - 2:20 Social Studies

2:20 - 3:00 Science

3:00 - 4:00 Mathematics



## Daily Schedule for Elementary

|               |                                                       |
|---------------|-------------------------------------------------------|
| 7:30 - 8:00   | Breakfast and Morning Work                            |
| 8:00 - 8:30   | Morning Meeting (Calendar Math and Message)           |
| 8:30 - 10:00  | Reading                                               |
| 10:00 -10:45  | Writing                                               |
| 10:45-11:45   | Spanish                                               |
| 11:45 -12:30  | Lunch                                                 |
| 11:30 - 12:00 | Physical Education                                    |
| 12:00 -1:00   | Mathematics                                           |
| 1:00 - 1:45   | Environment                                           |
| 1:45 - 2: 15  | Social Studies                                        |
| 2: 15 - 3:00  | Science                                               |
| 3:00 - 4:00   | Student Remediation, Music, Art (once a week classes) |

## 9<sup>th</sup> Grade Schedule

| <u><b>Time</b></u> | <u><b>Monday</b></u>                                                         | <u><b>Tuesday</b></u> | <u><b>Wednesday</b></u> | <u><b>Thursday</b></u> | <u><b>Friday</b></u> |
|--------------------|------------------------------------------------------------------------------|-----------------------|-------------------------|------------------------|----------------------|
| 7:30-8:00          | Breakfast<br>Good Morning / Pledge, Weather Report, etc.                     |                       |                         |                        |                      |
| 8:00-8:50          | English I.                                                                   |                       |                         |                        |                      |
| 8:55-9:45          | History and Culture I.                                                       |                       |                         |                        |                      |
| 9:50-10:40         | Spanish I                                                                    |                       |                         |                        |                      |
| 10:45-11:35        | Statistics and Accounting                                                    |                       |                         |                        |                      |
| 11:40-12:10        | Lunch / Recreation                                                           |                       |                         |                        |                      |
| 12:15-12:45        | PE                                                                           | Health                | PE                      | Health                 | PE                   |
| 12:50-1:40         | Geometry                                                                     |                       |                         |                        |                      |
| 1:45-2:35          | Integrated Information Systems<br>Visual Arts / Journalism / Computer Repair |                       |                         |                        |                      |
| 2:40-4:00          | Biology / Lab/Interventions                                                  |                       |                         |                        |                      |
| 4:00               | Dismissal                                                                    |                       |                         |                        |                      |

## 10<sup>th</sup> Grade Schedule

| <u><b>Time</b></u> | <u><b>Monday</b></u>                                     | <u><b>Tuesday</b></u> | <u><b>Wednesday</b></u> | <u><b>Thursday</b></u> | <u><b>Friday</b></u> |
|--------------------|----------------------------------------------------------|-----------------------|-------------------------|------------------------|----------------------|
| 7:30-8:00          | Breakfast<br>Good Morning / Pledge, Weather Report, etc. |                       |                         |                        |                      |
| 8:00-8:50          | English II                                               |                       |                         |                        |                      |
| 8:55-9:45          | History and Culture I.                                   |                       |                         |                        |                      |
| 9:50-10:40         | Spanish II                                               |                       |                         |                        |                      |
| 10:45-11:35        | Desktop Publishing                                       |                       |                         |                        |                      |
| 11:40-12:10        | Lunch / Recreation                                       |                       |                         |                        |                      |
| 12:15-12:45        | Speech                                                   | Drama                 | Speech                  | Drama                  | Speech               |
| 12:50-1:40         | Algebra II                                               |                       |                         |                        |                      |
| 1:45-2:35          | Journalism                                               |                       |                         |                        |                      |
| 2:40-4:00          | Chemistry I                                              |                       |                         |                        |                      |
| 4:00               | Dismissal                                                |                       |                         |                        |                      |

## 11<sup>th</sup> Grade Schedule

| <u><b>Time</b></u> | <u><b>Monday</b></u>                                     | <u><b>Tuesday</b></u> | <u><b>Wednesday</b></u> | <u><b>Thursday</b></u> | <u><b>Friday</b></u> |
|--------------------|----------------------------------------------------------|-----------------------|-------------------------|------------------------|----------------------|
| 7:30-8:00          | Breakfast<br>Good Morning / Pledge, Weather Report, etc. |                       |                         |                        |                      |
| 8:00-8:50          | English III.                                             |                       |                         |                        |                      |
| 8:55-9:45          | History                                                  |                       |                         |                        |                      |
| 9:50-10:40         | Spanish III.                                             |                       |                         |                        |                      |
| 10:45-11:35        | Statistics                                               |                       |                         |                        |                      |
| 11:40-12:10        | Lunch / Recreation                                       |                       |                         |                        |                      |
| 12:15-12:45        | Chess                                                    | Quiz Bowl             | Chess                   | Quiz Bowl              | Latin                |
| 12:50-1:40         | Trigonometry                                             |                       |                         |                        |                      |
| 1:45-2:35          | Integrated Information Systems                           |                       |                         |                        |                      |
| 2:40-4:00          | Chemistry II                                             |                       |                         |                        |                      |
| 4:00               | Dismissal                                                |                       |                         |                        |                      |

## 12<sup>th</sup> Grade Schedule

| <u><b>Time</b></u> | <u><b>Monday</b></u>                                     | <u><b>Tuesday</b></u> | <u><b>Wednesday</b></u> | <u><b>Thursday</b></u> | <u><b>Friday</b></u> |
|--------------------|----------------------------------------------------------|-----------------------|-------------------------|------------------------|----------------------|
| 7:30-8:00          | Breakfast<br>Good Morning / Pledge, Weather Report, etc. |                       |                         |                        |                      |
| 8:00-8:50          | English IV.                                              |                       |                         |                        |                      |
| 8:55-9:45          | History                                                  |                       |                         |                        |                      |
| 9:50-10:40         | Spanish IV                                               |                       |                         |                        |                      |
| 10:45-11:35        | Bookkeeping                                              |                       |                         |                        |                      |
| 11:40-12:10        | Lunch / Recreation                                       |                       |                         |                        |                      |
| 12:15-12:45        | PE                                                       | Health                | PE                      | Health                 | PE                   |
| 12:50-1:40         | Calculus                                                 |                       |                         |                        |                      |
| 1:45-2:35          | Journalism                                               |                       |                         |                        |                      |
| 2:40-4:00          | Physics                                                  |                       |                         |                        |                      |
| 4:00               | Dismissal                                                |                       |                         |                        |                      |

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): Gillett Civic Group, Inc.

Lessee (Tenant): Gillett Heritage Academy

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

Describe the present use  
of the facility and use for  
prior three (3) years: Construction of new facility

Premises: East End of Main Street  
Northeast Quarter of Section 6, Township 7 S., Range 3 W.  
PO Box 356 Gillett, AR 72055  
address

approximately 23,100 sq. ft.  
square footage

Terms of Lease: (5) Five Years

Rental Amount: \$4,000 per month

Contingency: The terms of this agreement are contingent upon  
Gillett Civic Group, Inc. (sponsoring entity)  
receiving a charter to operate an open-enrollment public  
charter school from the State Board of Education  
by August of 2009.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessor:

Gillett Civic Group, Inc.

By 

Date 8-1-09

Lessee:

Gillett Heritage Academy

By 

Date 8-1-09

## LEASE AGREEMENT

This Agreement, made this 1<sup>st</sup> day of August, between Gillett Civic Group, Inc., whose address is PO Box 116 Gillett, AR 72055 (the Lessor) and Gillett Heritage Academy, whose address is PO Box 356 Gillett, AR 72055, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in Arkansas County, Arkansas:

### (DESCRIPTION)

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on August 1, 2010, and shall extend for a term of (5) Five years, ending at midnight on August 1, 2015. [Note: If the lease is a periodic tenancy, rather than an estate for years, these provisions will have to be altered accordingly.]

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$ 240,000, payable in 60 equal monthly installments of \$ 4,000 each, to be paid in advance on the first day of August, 2010, and on the first day of each and every month thereafter during the term of this lease.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use of [a substantial portion] [more than (20) Twenty percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. [Lessor] shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.

8. Use. Lessee agrees to use the leased premises for the purpose of operating an Open-Enrollment Public Charter School and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at PO Box 116 Gillett, AR 72055. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at PO Box 356 Gillett, AR 72055. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before



the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. [Lessee] shall maintain, at [Lessee's] expense, fire, hazard and extended coverage insurance, [including plate glass insurance,] in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to [Lessor] prior to the inception of this lease. [Lessee] shall reimburse [Lessor] for the premiums paid for such insurance upon receipt of notice of the amount due, if [Lessor] is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on [his, its] property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. **Liability Insurance.** Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than 1,000,000 per person, 1,000,000 per accident, and 3,000,000 for property damage. The policy representing such insurance shall name Lessor, [its successor, or his heirs] and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, [its successors, or his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. **Common Areas.** Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. **Compliance with Laws.** Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. **Trash.** All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Works Department].

22. **Title and Quiet Enjoyment.** Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. **Succession.** This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. **Waste.** Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. **Assets.** Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 7 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 7 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

Lessor:           Gillett Civic Group, Inc.  
                  PO Box 116  
                  Gillett, AR 72055


Lessee:           Gillett Heritage Academy  
                  PO Box 356  
                  Gillett, AR 72055

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this 1st day of August 2009.

Gillett Civic Group, Inc.

Lessor



By

Gillett Heritage Academy

Lessee



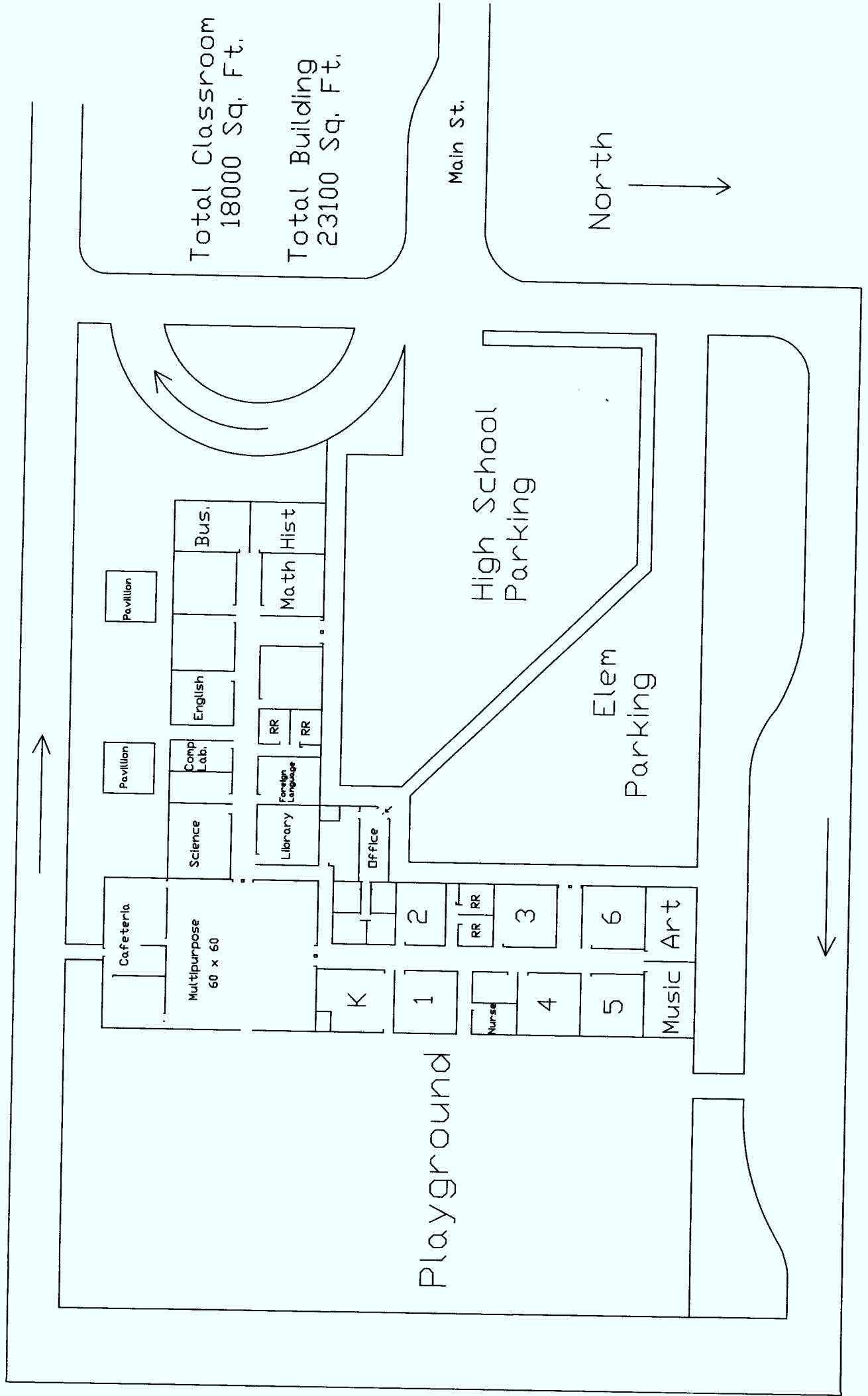
[ACKNOWLEDGMENT]

THIS AGREEMENT made between Gillett Civic Group, Inc. (the Lessor) and Gillett Heritage Academy (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the following described premises in the City of Gillett, County of Arkansas, State of Arkansas:



# Gillett Heritage Academy





**IRREVOCABLE LETTER OF CREDIT NO. 2218**

**July 24, 2009**

**ISSUED TO:**            **Gillett Civic Group, Inc.**  
                             **Hwy 152 East**  
                             **Dewitt, AR 72042**

**AMOUNT:**            **\$100,000.00**                    **EXPIRATION DATE: July 24, 2010**

Dear Sir:

We hereby establish our Irrevocable Letter of Credit #2218 in your favor for the account of **James D Simpson, III** in an amount of **ONE HUNDRED THOUSAND AND 00/100 U.S. Dollars (\$100,000.00)**, available at **IBERIABANK *fsb***.

Your drafts will be accepted upon compliance with the following terms:

- (a) Each draft must bear on its face the clause "Drawn Under Letter of Credit No. 2218 dated July 24, 2009 of **IBERIABANK *fsb***."
- (b) The original of this Irrevocable Letter of Credit.

We hereby agree with the drawers, endorsers and bona fide holders of all drafts drawn under an in accordance with the terms of this Credit that they shall be honored on presentation in accordance with the terms of this letter. This Irrevocable Letter of Credit is not assignable or transferable.

Requests for payments must be marked "DRAWN UNDER **IBERIABANK *fsb*** LETTER OF CREDIT #2218", and be accompanied by a signed statement of the **Gillett Civic Group, Inc.** and addressed to "LOAN OPERATIONS MANAGER, 1101 EAST ADMIRAL DOYLE, PO BOX 12440, NEW IBERIA, LA 70562-2440, and delivered between the hours of 9:00 a.m. and 4:00 p.m. Central Standard Time on or before **July 24, 2010**; indicating that **James D Simpson, III** has failed to honor their contractual agreement with **Gillett Civic Group, Inc.**

Except so far as otherwise expressly stated herein, this letter of credit is subject to the Uniform Customs and Practices for Documentary Credits, International Chamber of Commerce Publication No. 500 (ISP98).

Sincerely

Lee Ann Moffett  
Vice President

**Attachment 7: Pledge Letters for GHA Facility**



# *Planters & Merchants* BANK

210 W. MAIN • P. O. BOX 357  
GILLETT, ARKANSAS 72055-0357

LARRY E. BAUER  
President

TELEPHONE (870) 548-2211  
FAX (870) 548-2220

August 21, 2009

To: Gillett Civic Group, Inc.  
Attn: Derek Menard, President  
PO Box 116  
Gillett, AR 72055

Re: Facility Pledges

Mr. Menard,

Planters & Merchants Bank is verifying citizen pledges in the amount of \$172,000 to the Gillett Civic Group, Inc. in the form of irrevocable letter of credits to build the facility for Gillett Heritage Academy. The funds are immediately available to begin construction of the new facility upon approval of the charter by the State Board of Education.

If you need any further documentation, I will be glad to assist you.

Sincerely,



Larry Bauer  
President

Attachment 7: Pledge Letters for GHA Facility



## IRREVOCABLE LETTER OF CREDIT NUMBER 68

August 3, 2009

Issued To: Gillett Civic Group, Inc.  
Hwy 152 East  
Dewitt AR 72042

Amount: \$15,000.00    Expiration Date: January 01, 2010

Dear Sir:

We hereby establish our **Irrevocable Letter of Credit Number 68** in your favor for the account of Maurice Trites, Jr. and Betty B Trites in the amount of FIFTEEN THOUSAND AND 00/100 U.S. DOLLARS (\$15,000.00), available at Merchant and Farmers Bank.

Your drafts will be accepted upon compliance with the following terms:

- (a) Each draft must bear on its face the clause "Drawn Under Letter of Credit No. 68 dated August 3, 2009 of Merchants and Farmers Bank."
- (b) The original of this Irrevocable Letter of Credit.

We hereby agree with the drawers, endorsers and bona fide holders of all drafts drawn under an in accordance with the terms of the Credit that they shall be honored on presentation in accordance with the terms of this letter. This Irrevocable Letter of Credit is not assignable or transferable.

Requests for payments must be marked "DRAWN UNDER MERCHANTS AND FARMERS BANK LETTER OF CREDIT #68", and be accompanied by a signed statement of the GILLETT CIVIC GROUP, INC. and addressed to "J MICHAEL JONES, PRESIDENT/CEO, 500 HWY 65 SOUTH, PO BOX 187 DUMAS, AR 71639, and delivered between the hours of 8:00 a.m. and 5:00 p.m. Central Standard Time on or before January 01, 2010; indicating that MAURICE TRITES JR., BETTY B. TRITES has failed to honor their contractual agreement with GILLETT CIVIC GROUP, INC.

Except so far as otherwise expressly stated herein, this letter of credit is subject to the Uniform Customs and Practices for Documentary Credits, International Chamber of Commerce Publication No. 500 (ISP98).

Sincerely,  
**MERCHANTS AND FARMERS BANK**

  
J Michael Jones  
President/Ceo

Attachment 7: Pledge Letters for GHA Facility

# Stephens Inc.

William L. Tedford, Jr.  
Executive Vice-President

August 11, 2009

Mr. Buzz Menard  
Gillett Civic Group, Inc.  
P. O. Box 116  
Gillett, AR 72055

Dear Buzz:

As we discussed this morning, I am writing to express my support for building the Gillett Heritage Academy and to pledge \$10,000 toward building the school. I am impressed by the surge of support in the community for this project. I know it has been painful for the people of Gillett to lose their public school which has long been such a source of civic pride. It is exciting to see their enthusiasm rekindled.

Although I live in Little Rock, I have owned property in the Gillett area for 45 years and know many of the citizens on a close personal basis. There is an unusually strong commitment in Gillett to keeping up the vitality of the community and they view this project as pivotal to that success. I am pleased to be a small part of that effort.

Sincerely,



William L. Tedford, Jr.

**Attachment 7: Pledge Letters for GHA Facility**

William D. Conine  
34 Shiny Pebble Place  
The Woodlands, Texas 77381

B. C. Menard  
Gillett Civic Group, Inc.  
PO Box 116  
Gillett, AR 72055

August 15, 2009

Dear Mr. Menard,

This is a letter of certification for my personal pledge of \$5,000.00 to assist in the costs associated with your new charter school, the Gillett Heritage Academy. Once the requisite approval is obtained from the Arkansas State Board of Education, the Mobil Oil (my previous employer) Foundation will match my contribution bringing this total commitment to \$10,000.00.

Gillett has long had an excellent educational system that exceeded those in nearby larger towns. There can be no debate that the knowledge I received as a student in the Gillett school system provided a foundation for my later achievements in life, including engineering undergraduate and graduate degrees from the University of Texas at Austin.

I commend the members of the Gillett Civic Group and other Gillett residents for their initiative and subsequent efforts to maintain this educational legacy for the benefit of future generations.

Sincerely,



William D. Conine



August 21, 2009

To: Gillett Civic Group, Inc.  
Attn: Derek Menard, President  
PO Box 116  
Gillett, AR 72055

Re: Facility Pledges

Mr. Menard,

DeWitt Bank & Trust is verifying citizen pledges in the amount of \$2,500 to Gillett Civic Group, Inc. in the form of irrevocable letter of credits to build the facility for Gillett Heritage Academy. The funds are immediately available to begin construction of the new facility upon approval of the charter by the State Board of Education.

If you need any further documentation, I will be glad to assist you.

Sincerely,

A handwritten signature in cursive script that reads "Tricia Bull".

Tricia Bull  
Chief Lending Officer

Attachment 7: Pledge Letters for GHA Facility

August 17, 2009

Gillett Civic Group  
P. O. Box 116  
Gillett, AR 72055

RE: Irrevocable Letter of Credit #6721 in the name of Ethel Mae Smith

To Whom It May Concern:

We hereby extend our Irrevocable Letter of Credit in your favor at the request of and for the account of Ethel Mae Smith, Tichnor, Arkansas, 72166, in the aggregate amount of five hundred and 00/100 dollars (\$500.00).

We hereby agree that any draft drawn on the credit will be duly honored under the following conditions:

1. The draft is accompanied by the original of this Letter of Credit.
2. The draft is accompanied by your affidavit stating that the funds are for service you have furnished to Ethel Mae Smith, Tichnor, AR, 72166, and accompanied by copies of statement pertaining thereto.
3. The Farmers and Merchants Bank shall not be called upon to resolve issues of law or fact between Ethel Mae Smith and Gillett Civic Group, and Ethel Mae Smith shall have an unqualified obligation to reimburse The Farmers and Merchants Bank for any disbursements made over this letter of credit.
4. Draft must be drawn and presented for negotiation at our counters not later than December 31, 2009.
5. Draft must be marked "DRAWN UNDER THE FARMERS AND MERCHANTS BANK LETTER OF CREDIT #6721".

We do hereby waive any right to defer honor of such draft if not presented as aforesaid.

Sincerely,



Kirk Vansandt  
Vice President

Attachment 7: Pledge Letters for GHA Facility



# Gillett Civic Group, Inc.

“...Building on a strong foundation for the future of Gillett!”

August 5, 2009

To: Arkansas State Board of Education

Re: Charter School Donation

To all Members of the Board,

The Gillett Civic Group, Inc. has received and accepted a donation of (10) ten acres of land for the site of Gillett Heritage Academy contingent upon approval of our charter application.

Upon approval of the charter and permission to construct our facility, the Gillett Civic Group, Inc. will be the owner of the property for Gillett Heritage Academy.

Sincerely,



Derek Menard,  
President

Gillett Civic Group, Inc.

PO Box 116

Gillett, AR 72055

[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)



# *City of Gillett*

**P. O. Box 367  
Gillett, Arkansas 72055**

Office: (870) 548-2541  
Police: (870) 548-2812  
Fax: (870) 548-3121



---

**"Home of Friendly People and the Coon Supper"**

August 26, 2009

Gillett Civic Group, Inc.  
Attn: Derek Menard, President  
P.O. Box 116  
Gillett AR 72055

Re: Zoning of Proposed Charter School

Dear Mr. Menard,

The property in question where the charter school will be located is going to be in a Commercial/Industrial Zone. The operation of a charter school would be allowable at the proposed location. If there is anything else that I can assist you with, please don't hesitate to call me at the number above.

Sincerely,

Jared Holzhauer  
Mayor

JH:jl

---

## **Attachment 7: Zoning Authority**

Jared Holzhauer  
Mayor

Ken Dempsey  
Chief of Police

Jennifer Lowe  
Recorder/Treasurer

Monty Young  
Fire Chief

Bill Pratt  
Maintenance Supt.

The City of Gillett is an equal opportunity provider and employer.

**Public Charter School Application  
Budget Worksheet  
Gillett Heritage Academy**

**Revenues**

State Public Charter School Aid:

|                                                             |                      |
|-------------------------------------------------------------|----------------------|
| No. of Students (210 x \$5.905.00) State Foundation Funding | \$ 1,240,050.00      |
| No. of Students (210 x \$41.33) Professional Development    | \$ 8,679.30          |
| <u>No. of Students (210) x \$496) NSLA Funding</u>          | <u>\$ 104,160.00</u> |

|    |                                  |                                   |                              |
|----|----------------------------------|-----------------------------------|------------------------------|
| 4  | Total State Charter School Aid   | \$                                | <b><u>1,352,889.30</u></b>   |
| 5  |                                  |                                   |                              |
| 6  | Other Sources of Revenues:       |                                   |                              |
| 7  | Private Donations or Gifts       | \$100,000.00                      |                              |
| 8  | Federal Grants (List the amount) | 450,000.00 (ADE) 40,000 (Title I) |                              |
| 9  | Special Grants (List the amount) | 270,000.00 (WFF)                  |                              |
| 10 | Other (Food Services)            | 150,000.00 (meals)                |                              |
| 11 |                                  |                                   |                              |
| 12 |                                  |                                   |                              |
| 13 | Total Other Sources of Revenues  |                                   | <b><u>\$1,100,000.00</u></b> |
| 14 |                                  |                                   |                              |
| 15 | <b>TOTAL REVENUES</b>            |                                   | <b><u>\$2,452,889.30</u></b> |
| 16 |                                  |                                   |                              |
| 17 | <b>Expenditures</b>              | <b>Amount</b>                     |                              |
| 18 |                                  |                                   |                              |
| 19 | Administration:                  |                                   |                              |
| 20 | Salaries: (No. of Positions 4)   | 199,000                           |                              |
| 21 | Fringe Benefits                  | 49,000                            |                              |
| 22 | Purchased Services               |                                   |                              |
| 23 | Supplies and Materials           | 4,000                             |                              |
| 24 | Equipment                        | 15,000                            |                              |
| 25 | Other (Describe)                 |                                   | <b><u>\$267,000.00</u></b>   |
| 26 |                                  |                                   |                              |
| 27 | Regular Classroom Instruction:   |                                   |                              |
| 28 | Salaries: (No. of Positions 16)  | 512,000                           |                              |
| 29 | Fringe Benefits                  | 128,000                           |                              |
| 30 | Purchased Services               |                                   |                              |
| 31 | Supplies and Materials           | 50,000                            |                              |
| 32 | Equipment                        | 164,000                           |                              |
| 33 | Other (Describe)                 |                                   | <b><u>\$854,000.00</u></b>   |

|    |                                 |                |                 |
|----|---------------------------------|----------------|-----------------|
|    | (Budget Continued)              |                |                 |
| 34 |                                 |                |                 |
| 35 | Special Education:              |                |                 |
| 36 | Salaries: (No. of Positions 1 ) | 45,000         |                 |
| 37 | Fringe Benefits                 | 11,000         |                 |
| 38 | Purchased Services (NWEA, etc.) | 5,000          |                 |
| 39 | Supplies and Materials          | 4,000          |                 |
| 40 | Equipment                       | 3,000          |                 |
| 41 | Other (Describe)                |                | <u>\$68,000</u> |
| 42 |                                 |                |                 |
| 43 | Gifted and Talented Program:    |                |                 |
| 44 | Salaries: (No. of Positions_)   |                |                 |
| 45 | Fringe Benefits                 |                |                 |
| 46 | Purchased Services              |                |                 |
| 47 | Supplies and Materials          |                |                 |
| 48 | Equipment                       |                |                 |
| 49 | Other (Describe)                |                | \$0.00          |
| 50 |                                 |                |                 |
| 51 | Alternative Education Program:  |                |                 |
| 52 | Salaries: (No. of Positions_)   |                |                 |
| 53 | Fringe Benefits                 |                |                 |
| 54 | Purchased Services              | (DIBELS, Etc.) | \$12,000        |
| 55 | Supplies and Materials          |                |                 |
| 56 | Equipment                       | (computers)    | \$12,000        |
| 57 | Other (Describe)                |                |                 |
| 58 |                                 |                | <u>\$24,000</u> |
| 59 | Guidance Services:              |                |                 |
| 60 | Salaries: (No. of Positions 1 ) |                |                 |
| 61 | Fringe Benefits                 |                |                 |
| 62 | Purchased Services              |                |                 |
| 63 | Supplies and Materials          |                |                 |
| 64 | Equipment                       |                |                 |
| 65 | Other (Describe)                |                |                 |
| 66 |                                 |                |                 |
| 67 | Health Services:                |                |                 |
| 68 | Salaries: (No. of Positions 1 ) | 25,000         |                 |
| 69 | Fringe Benefits                 | 6,000          |                 |
| 70 | Purchased Services              |                |                 |
| 71 | Supplies and Materials          | 4,000          |                 |
| 72 | Equipment                       | 10,000         |                 |
| 73 | Other (Describe)                |                | <u>\$45,000</u> |

|     |                                             |           |  |                    |                         |
|-----|---------------------------------------------|-----------|--|--------------------|-------------------------|
| 74  |                                             |           |  | (Budget Continued) |                         |
| 75  | Media Services:                             |           |  |                    |                         |
| 76  | Salaries: (No. of Positions-Y               |           |  |                    |                         |
| 77  | Fringe Benefits                             |           |  |                    |                         |
| 78  | Purchased Services                          |           |  |                    |                         |
| 79  | Supplies and Materials                      |           |  |                    |                         |
| 80  | Equipment                                   |           |  |                    |                         |
| 81  | Other (Describe)                            |           |  |                    | \$0.00                  |
| 82  |                                             |           |  |                    |                         |
| 83  | Fiscal Services:                            |           |  |                    |                         |
| 84  | Salaries: (No. of Positions 1 )             | 35,000    |  |                    |                         |
| 85  | Fringe Benefits                             | 8,000     |  |                    |                         |
| 86  | Purchased Services                          |           |  |                    |                         |
| 87  | Supplies and Materials                      | 3,000     |  |                    |                         |
| 88  | Equipment                                   | 6,000     |  |                    |                         |
| 89  | Other (Describe)                            |           |  |                    | <b><u>\$52,000</u></b>  |
| 90  |                                             |           |  |                    |                         |
| 91  | Maintenance and Operation:                  |           |  |                    |                         |
| 92  | Salaries: (No. of Positions 3 )             | 62,000    |  |                    |                         |
| 93  | Fringe Benefits                             | 15,000    |  |                    |                         |
| 94  | Purchased Services                          | 15,000    |  |                    |                         |
| 95  | (include utilities)                         |           |  |                    |                         |
| 96  | Supplies and Materials                      | 5,000     |  |                    |                         |
| 97  | Equipment                                   | 40,000    |  |                    |                         |
| 98  | Other (Describe)                            |           |  |                    | <b><u>\$137,000</u></b> |
| 99  |                                             |           |  |                    |                         |
| 100 | Pupil Transportation:                       |           |  |                    |                         |
| 101 | Salaries: (No. of Positions_)               |           |  |                    |                         |
| 102 | Fringe Benefits                             |           |  |                    |                         |
| 103 | Purchased Services                          |           |  |                    |                         |
| 104 | Supplies and Materials                      | 6,000     |  |                    |                         |
| 105 | Equipment                                   | 30,000    |  |                    |                         |
| 106 | Other (Describe)                            |           |  |                    |                         |
| 107 |                                             |           |  |                    | <b><u>\$ 36,000</u></b> |
| 108 | Food Services:                              |           |  |                    |                         |
| 109 | Salaries: (No. of Positions 2)              | \$ 32,000 |  |                    |                         |
| 110 | Fringe Benefits                             | \$ 8,000  |  |                    |                         |
| 111 | Purchased Services                          |           |  |                    |                         |
| 112 | Supplies and Materials (food, drinks, etc.) | \$ 80,000 |  |                    |                         |
| 113 | Equipment                                   | \$ 40,000 |  |                    |                         |
| 114 |                                             |           |  |                    |                         |

|     |                                                                          |                    |             |
|-----|--------------------------------------------------------------------------|--------------------|-------------|
| 115 |                                                                          | (Budget Continued) |             |
| 116 | Data Processing:                                                         |                    |             |
| 117 | Salaries: (No. of Positions_)                                            |                    |             |
| 118 | Fringe Benefits                                                          |                    |             |
| 119 | Purchased Services                                                       |                    |             |
| 120 | Supplies and Materials                                                   |                    |             |
| 121 | Equipment                                                                |                    |             |
| 122 | Other (Describe)                                                         |                    | \$0.00      |
| 123 |                                                                          |                    |             |
| 124 | Substitute Personnel:                                                    |                    |             |
| 125 | Salaries: (No. of Positions 2                                            | 20,000             |             |
| 126 | Fringe Benefits                                                          | 5,000              | \$ 25,000   |
| 127 |                                                                          |                    |             |
| 128 | Facilities:                                                              |                    |             |
| 129 | Lease/Purchase (contract for one total year including facility upgrades) |                    | \$60,000.00 |
| 130 | Please list upgrades:                                                    |                    |             |
| 131 |                                                                          |                    |             |
| 132 | Utilities (contract for one total year including facility upgrades)      |                    | \$24,000.00 |
| 133 | Insurance (contract for one total year including facility upgrades):     |                    |             |
| 134 | Property Insurance                                                       |                    |             |
| 135 | Content Insurance                                                        |                    | \$3,000     |
| 136 |                                                                          |                    |             |
| 137 | Debt Expenditures:                                                       |                    |             |
| 138 | Other Expenditures:                                                      |                    |             |
| 139 | (Describe)                                                               |                    |             |
| 140 |                                                                          |                    |             |
| 141 | TOTAL EXPENDITURES                                                       |                    | \$1,755,000 |



**GHA**  
***Gillett Heritage Academy***

2010-2011 Teacher Salary Schedule

190 Days

| Years experience | Bachelor's degree | Master's degree | Advanced degree |
|------------------|-------------------|-----------------|-----------------|
| 0                | 32,000            | 35,000          | 36,500          |
| 1                | 32,500            | 35,500          | 37,000          |
| 2                | 33,000            | 36,000          | 37,500          |
| 3                | 33,500            | 36,500          | 38,000          |
| 4                | 34,000            | 37,000          | 38,500          |
| 5                | 34,500            | 37,500          | 39,000          |
| 6                | 35,000            | 38,000          | 39,500          |
| 7                | 35,500            | 38,500          | 40,000          |
| 8                | 36,000            | 39,000          | 40,500          |
| 9                | 36,500            | 39,500          | 41,000          |
| 10               | 37,000            | 40,000          | 41,500          |
| 11               | 37,500            | 40,500          | 42,000          |
| 12               | 38,000            | 41,000          | 42,500          |
| 13               | 38,500            | 41,500          | 43,000          |
| 14               | 39,000            | 42,000          | 43,500          |
| 15               | 39,500            | 42,500          | 44,000          |

**Bonus Incentives**

|                             |           |
|-----------------------------|-----------|
| Bilingual                   | \$1000.00 |
| IB or AP experience         | \$1000.00 |
| More than one certification | \$3000.00 |

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

The signature of the Chief Operating Officer of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Ann. § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title; and
  - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

  
\_\_\_\_\_  
Signature of Chief Operating Officer of the School

Date: 8/31/09

James T Young  
\_\_\_\_\_  
Print or type name

SENDER: JOHN DE LEON

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.

A. Signature ☒ Agent ☐ Addressee  
 X John De Leon  
 B. Received by (Print Name) Date of Delivery  
 JOHN DE LEON 6-24-09  
 D. Is delivery address different from item 1? ☐ Yes ☐ No  
 If YES, enter delivery address below:

1. Article Addressed to:  
 Dr. Mary Ann Brown  
 AR Dept. of Education  
 Charter School Office  
 4 State Capitol Mall, Room 305-B  
 Little Rock, AR 72201

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)  
 PS Form 3811, February 2004

7008 1140 0000 2999 8970

102505-02-M-1540

Domestic Return Receipt

U.S. Postal Service™  
 CERTIFIED MAIL™  
 (Domestic Mail Only; No Insurance Coverage Provided)  
 For delivery information visit our website at www.usps.com®  
 LITTE ROCK AR 72201  
 USE

|                                                |        |            |
|------------------------------------------------|--------|------------|
| Postage                                        | \$0.44 | 0342       |
| Certified Fee                                  | \$2.80 | 04         |
| Return Receipt Fee (Endorsement Required)      | \$2.30 |            |
| Restricted Delivery Fee (Endorsement Required) | \$0.00 |            |
| Total Postage & Fees                           | \$5.54 | 06/22/2009 |

Sent To Dr. Mary Ann Brown - ADZ  
 Street, Apt. No., or PO Box No. 4 State Capitol Mall, Room 305-B  
 City, State, ZIP+4 Little Rock, AR 72201  
 PS Form 3800, August 2006  
 See Reverse for Instructions

Dr. Mary Ann Brown  
 Arkansas Department of Education  
 Charter School Office  
 4 State Capitol Mall, Room 305-B  
 Little Rock, AR 72201

Dear Dr. Brown:

In accordance with the 2009 Application for an Open Enrollment Public School Charter, please accept our letter of intent to submit an application for Gillett Heritage Academy to be located in Gillett, Arkansas.

Eligible Entity: Gillett Civic Group, Inc., an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(c3) of the Internal Revenue Code.

Eligible Entity Status: 501(c3) number 90-0410892  
 Name of Proposed Charter School: Gillett Heritage Academy

Grades: K - 12

Location: The school will be open to all children in Arkansas county and Desha county. We will focus our recruitment efforts in the cities of Gillett, Tichnor, DeWitt and Dumas.

The purpose of the charter school will be to prepare elementary school students to excel in high school, college, and beyond by providing a high-quality early childhood education, ensuring student mastery of the core foundation is the first step in a great education. Upon this foundation the students will be challenged and motivated to explore the latest technology in renewable resources and green technology thus preparing our graduates to succeed in this changing world.

We will fulfill this mission by providing:

- ❖ Rigorous academic curriculum that focuses on high level literacy, mathematics, foreign language, and technological skills.
- ❖ Classroom instruction and student support that effectively remediate weaknesses and accelerates the learning of all students making certain that No Student is Left Behind.
- ❖ Practiced and proven teachers' professional development program that allows us to effectively build and maintain a results driven curriculum and achievement oriented school culture.
- ❖ Meaningful parent involvement, support and training.

We look forward to making this great opportunity work for this area, as well as working with you and your staff towards the completion of our application and the successful start of our school year.

Contact Person: Jennifer Menard, Agent  
 Mailing Address: Gillett Civic Group, Inc., PO Box 116, Gillett, AR 72055  
 Telephone: 870-946-1664 Fax: 870-946-2757 Cell: 870-830-5410  
 Email: [gillettcivicgroup@gmail.com](mailto:gillettcivicgroup@gmail.com) or [jmenard@hughes.net](mailto:jmenard@hughes.net)  
 Website: [www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)

Respectfully submitted,

*Derek Menard*

Derek Menard,  
 President  
 Gillett Civic Group



# Gillett Civic Group, Inc.

Po Box 116  
Gillett, AR 72055

June 22, 2009

To: DeWitt School District  
Superintendent's Office  
Attn: Mr. Gary Wayman  
422 West 1<sup>st</sup> Street  
DeWitt, AR 72042

Dear Mr. Wayman,

In accordance with the application for an open enrollment charter school we are enclosing the following letter of intent for your records.

If you have any questions, please call me at 888-764-3130.

Sincerely,

*Derek Menard*

Derek Menard,  
President

[www.gillettecivicgroup](http://www.gillettecivicgroup)

U.S. Postal Service<sup>TM</sup>  
**CERTIFIED MAIL<sup>TM</sup> RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

DE WITT AR 72042

|                                                   |         |                  |
|---------------------------------------------------|---------|------------------|
| Postage                                           | \$ 0.44 | 0342             |
| Certified Fee                                     | \$2.80  | 04               |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30  | Postmark<br>Here |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00  |                  |
| Total Postage & Fees                              | \$ 5.54 | 06/22/2009       |

Sent To: DeWitt School Dist. - Gary Wayman  
Street, Apt. No., or PO Box No. 422 West 1<sup>st</sup> Street  
City, State, ZIP+4 DeWitt, AR 72042

PS Form 3800, August 2006 See Reverse for Instructions

1. Article Addressed to:  
DeWitt School District  
Superintendent's Office  
Attn: Mr. Gary Wayman  
422 West 1<sup>st</sup> Street  
DeWitt AR 72042

2. 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.

3. Service Type  
☒ Certified Mail ☐ Express Mail  
☐ Registered ☐ Return Receipt for Merchandise

A. Signature  
X Shirley Dillon ☐ Agent ☒ Addressee

B. Received by (Printed Name)  
Shirley Dillon

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes  
If YES, enter delivery address below: ☐ No



# Gillett Civic Group, Inc.

Po Box 116  
Gillett, AR 72055

June 23, 2009

To: Stuttgart School District  
Dr. Laura Bednar, Superintendent  
2501 South Main  
Stuttgart, AR 72160

Dr. Bednar,

In accordance with the application for an open enrollment charter school we are enclosing the following letter of intent for your records. We have also included copies for your board members as well.

We are scheduling a public hearing for the 3<sup>rd</sup> week in July. We will notify you of the details as soon as they become available.

If you have any questions, please call me at 888-764-3130.

Sincerely,

*Derek Menard*

Derek Menard,  
President

[www.gillettecivicgroup.com](http://www.gillettecivicgroup.com)

## SENDER

- 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:

Stuttgart School District  
Attn: Dr. Laura Bednar,  
Superintendent

2501 S. Main  
Stuttgart, AR 72160

U.S. Postal Service

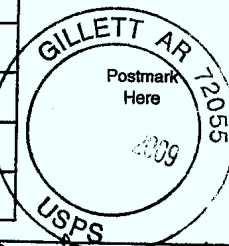
## CERTIFIED MAIL RECEIPT

(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

OFFICIAL USE

|                                                   |        |
|---------------------------------------------------|--------|
| Postage                                           | \$ .61 |
| Certified Fee                                     | 2.80   |
| Return Receipt Fee<br>(Endorsement Required)      | 2.30   |
| Restricted Delivery Fee<br>(Endorsement Required) |        |
| Total Postage & Fees                              | \$5.71 |



Sent To Stuttgart School - Dr. Laura Bednar  
Street, Apt. No., or PO Box No. 2501 S. Main  
City, State, ZIP+4 Stuttgart, AR 72160

PS Form 3800, August 2006

See Reverse for Instructions

### A. Signature

*Donna Mahforaz* ☒ Agent ☐ Addressee

### B. Received by (Printed Name)

*Donna Mahforaz* 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

Dr. Mary Ann Brown  
Arkansas Department of Education  
Charter School Office  
4 State Capitol Mall, Room 305-B  
Little Rock, AR 72201

1E-11111111 11/1/11  
Certified

Dear Dr. Brown:

In accordance with the 2009 Application for an Open Enrollment Public School Charter, please accept our letter of intent to submit an application for Gillett Heritage Academy to be located in Gillett, Arkansas.

Eligible Entity: Gillett Civic Group, Inc., an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(c3) of the Internal Revenue Code.

Eligible Entity Status: 501(c3) number 90-0410892

Name of Proposed Charter School: Gillett Heritage Academy

Grades: K - 12

Location: The facility will be located in Gillett, Arkansas. The school will be open to all children in Arkansas. We will focus our recruitment efforts in the cities of Gillett, Tichnor, DeWitt and Dumas.

The purpose of the charter school will be to prepare elementary school students to excel in high school, college, and beyond by providing a high-quality early childhood education, ensuring student mastery of the core foundation is the first step in a great education. Upon this foundation the students will be challenged and motivated to explore the latest technology in renewable resources and green technology thus preparing our graduates to succeed in this changing world.

We will fulfill this mission by providing:

- ❖ Rigorous academic curriculum that focuses on high level literacy, mathematics, foreign language, and technological skills.
- ❖ Classroom instruction and student support that effectively remediate weaknesses and accelerates the learning of all students making certain that No Student is Left Behind.
- ❖ Practiced and proven teachers' professional development program that allows us to effectively build and maintain a results driven curriculum and achievement oriented school culture.
- ❖ Meaningful parent involvement, support and training.

We look forward to making this great opportunity work for this area, as well as working with you and your staff towards the completion of our application and the successful start of our school year.

Contact Person: Jennifer Menard, Agent

Mailing Address: Gillett Civic Group, Inc., PO Box 116, Gillett, AR 72055

Telephone: 870-946-1664 Fax: 870-946-2757 Cell: 870-830-5410

Email: [gillettcivicgroup@gmail.com](mailto:gillettcivicgroup@gmail.com) or [jmenard@hughes.net](mailto:jmenard@hughes.net)

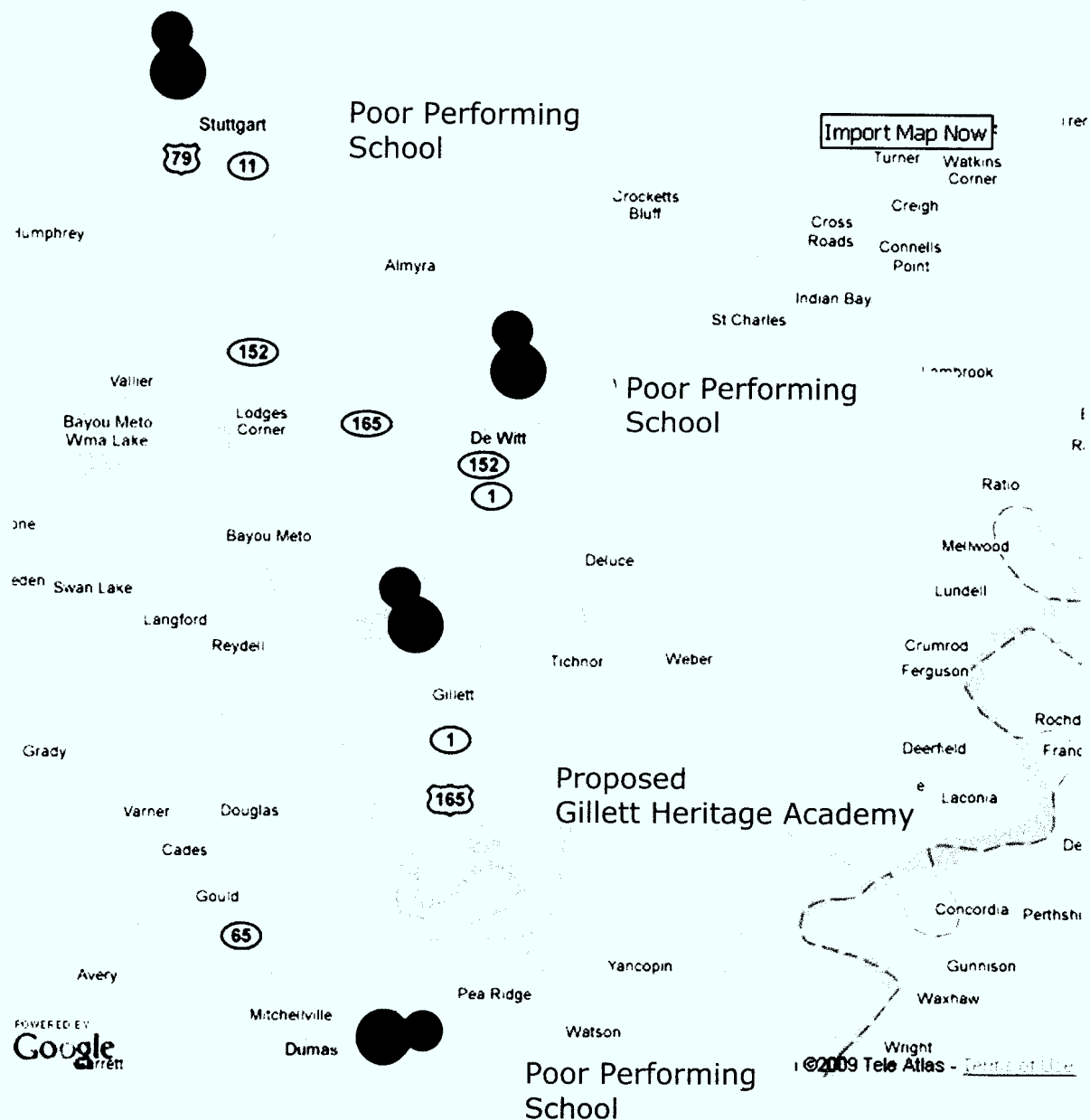
Website: [www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)

Respectfully submitted,

*Derek Menard*

Derek Menard,  
President  
Gillett Civic Group

## Map showing poor performing schools in proposed area



## Schools 2008 Status

|                                 |                             |
|---------------------------------|-----------------------------|
| <u>DeWitt High School</u>       | <u>Alert</u>                |
| <u>DeWitt Middle School</u>     | <u>School Improvement 3</u> |
| <u>DeWitt Elementary School</u> | <u>Alert</u>                |
| <u>Dumas High School</u>        | <u>School Improvement 2</u> |
| <u>Reed Elementary</u>          | <u>School Improvement 2</u> |
| <u>Stuttgart High School</u>    | <u>School Improvement 2</u> |
| <u>Stuttgart Middle School</u>  | <u>School Improvement 2</u> |
| <u>Stuttgart Junior High</u>    | <u>School Improvement 1</u> |

# Gillett Civic Group, Inc.

“...Building on a strong foundation for the future of Gillett!”

August 29, 2009

To: DeWitt School District  
Gary Waymon, Superintendent  
422 West 1<sup>st</sup> Street  
DeWitt, AR 72042

Mr. Waymon:

Please find enclosed a copy of the Gillett Heritage Academy Open-Enrollment Public Charter School Application as submitted to the Arkansas Department of Education on August 31, 2009.

Sincerely,



Derek Menard,  
President

Gillett Civic Group, Inc.  
PO Box 116  
Gillett, AR 72055

[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)

# Gillett Civic Group, Inc.

“...Building on a strong foundation for the future of Gillett!”

August 29, 2009

To: Stuttgart School District  
Dr. Laura Bednar, Superintendent  
2501 South Main  
Stuttgart, AR 72160

Dr. Bednar:

Please find enclosed a copy of the Gillett Heritage Academy Open-Enrollment Public Charter School Application as submitted to the Arkansas Department of Education on August 31, 2009.

Sincerely,



Derek Menard,  
President

Gillett Civic Group, Inc.  
PO Box 116  
Gillett, AR 72055

[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)

# Gillett Civic Group, Inc.

"...Building on a strong foundation for the future of Gillett!"

August 29, 2009

To: Dumas School District  
Dr. Tom H. Cox, Superintendent  
213 Adams Street  
Dumas, AR 71639

Dr. Cox:

Please find enclosed a copy of the Gillett Heritage Academy Open-Enrollment Public Charter School Application as submitted to the Arkansas Department of Education on August 31, 2009.

Sincerely,



Derek Menard,  
President

Gillett Civic Group, Inc.  
PO Box 116  
Gillett, AR 72055

[www.gillettcivicgroup.com](http://www.gillettcivicgroup.com)



7008 1140 0000 2999 9014

**U.S. Postal Service<sup>TM</sup>**  
**CERTIFIED MAIL<sup>TM</sup> RECEIPT**  
*(Domestic Mail Only; No Insurance Coverage Provided)*

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**DE WITT AR 72042**

|                                                   |          |            |                  |
|---------------------------------------------------|----------|------------|------------------|
| Postage                                           | \$ 4.95  | 0342       | Postmark<br>Here |
| Certified Fee                                     | \$2.80   | 01         |                  |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30   |            |                  |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00   |            |                  |
| Total Postage & Fees                              | \$ 10.05 | 08/29/2009 |                  |

Sent To **Dewitt School District**  
**Gary Wayman**  
 Street, Apt. No., or PO Box No. **422 W. 1st.**  
 City, State, ZIP+4 **Dewitt AR 72042**

PS Form 3800, August 2006 See Reverse for Instructions

7008 1140 0000 2999 9007

**U.S. Postal Service<sup>TM</sup>**  
**CERTIFIED MAIL<sup>TM</sup> RECEIPT**  
*(Domestic Mail Only; No Insurance Coverage Provided)*

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**STUTTGART AR 72160**

|                                                   |          |            |                  |
|---------------------------------------------------|----------|------------|------------------|
| Postage                                           | \$ 4.95  | 0342       | Postmark<br>Here |
| Certified Fee                                     | \$2.80   | 01         |                  |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30   |            |                  |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00   |            |                  |
| Total Postage & Fees                              | \$ 10.05 | 08/29/2009 |                  |

Sent To **Stuttgart School Dist.**  
**Laura Bednar, Super.**  
 Street, Apt. No., or PO Box No. **2501 S. Hwy**  
 City, State, ZIP+4 **Stuttgart AR 72160**

PS Form 3800, August 2006 See Reverse for Instructions

7008 1140 0000 2999 8994

**U.S. Postal Service<sup>TM</sup>**  
**CERTIFIED MAIL<sup>TM</sup> RECEIPT**  
*(Domestic Mail Only; No Insurance Coverage Provided)*

For delivery information visit our website at [www.usps.com](http://www.usps.com)

**DUMAS AR 71639**

|                                                   |          |            |                  |
|---------------------------------------------------|----------|------------|------------------|
| Postage                                           | \$ 4.95  | 0342       | Postmark<br>Here |
| Certified Fee                                     | \$2.80   | 01         |                  |
| Return Receipt Fee<br>(Endorsement Required)      | \$2.30   |            |                  |
| Restricted Delivery Fee<br>(Endorsement Required) | \$0.00   |            |                  |
| Total Postage & Fees                              | \$ 10.05 | 08/29/2009 |                  |

Sent To **Dumas School Dist. / Tom Cox, Super.**  
 Street, Apt. No., or PO Box No. **213 Adams St.**  
 City, State, ZIP+4 **Dumas AR 71639**

PS Form 3800, August 2006 See Reverse for Instructions

Application Cycle 2010

# ADE Evaluation

Gillett Heritage Academy



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James  
Commissioner

**State Board  
of Education**

Randy Lawson  
Bentonville  
Chair

Dr. Naccaman Williams  
Springdale  
Vice Chair

Sherry Burrow  
Jonesboro

Jim Cooper  
Melbourne

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Diane Tatum  
Pine Bluff

September 28, 2009

Derek Menard  
Gillett Civic Group  
6401 Hwy 152 E  
Dewitt, AR 72042

Dear Applicant:

Recently you received a letter dated September 25, 2009, from the Arkansas Department of Education, Charter School Office, that was sent with your completed review of your Charter application. The letter stated written responses should be returned "**no later than 4:00 p.m., Friday, October 28, 2009**". That date is incorrect.


The correct date for written responses is **no later than 4:00 p.m., Friday, October 23, 2009**. Responses received later than 4:00 p.m. on Friday, October 23, 2009, will not be accepted. Please allow for adequate mailing time and delivery.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Responses should be sent to the following address:

Mary Ann D. Brown, Ed.D  
Charter School Office  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

We are sorry for any inconvenience this may have caused your office. Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

  
Mary Ann D. Brown, Ed.D.  
Charter School Program Director

MAB/jf

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James  
Commissioner

September 25, 2009

State Board  
of Education

Randy Lawson  
Bentonville  
Chair

Dr. Naccaman Williams  
Springdale  
Vice Chair

Sherry Burrow  
Jonesboro

Jim Cooper  
Melbourne

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Diane Tatum  
Pine Bluff

Derek Menard  
Gillett Civic Group  
6401 Hwy 152 E  
Dewitt, AR 72042

Dear Applicant:

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per 9.01 of the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

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 4:00 p.m., Friday October 28, 2009.**

Responses should be sent to the following address:

Dr. Mary Ann D. Brown  
Charter School Office  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

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

Thank you,

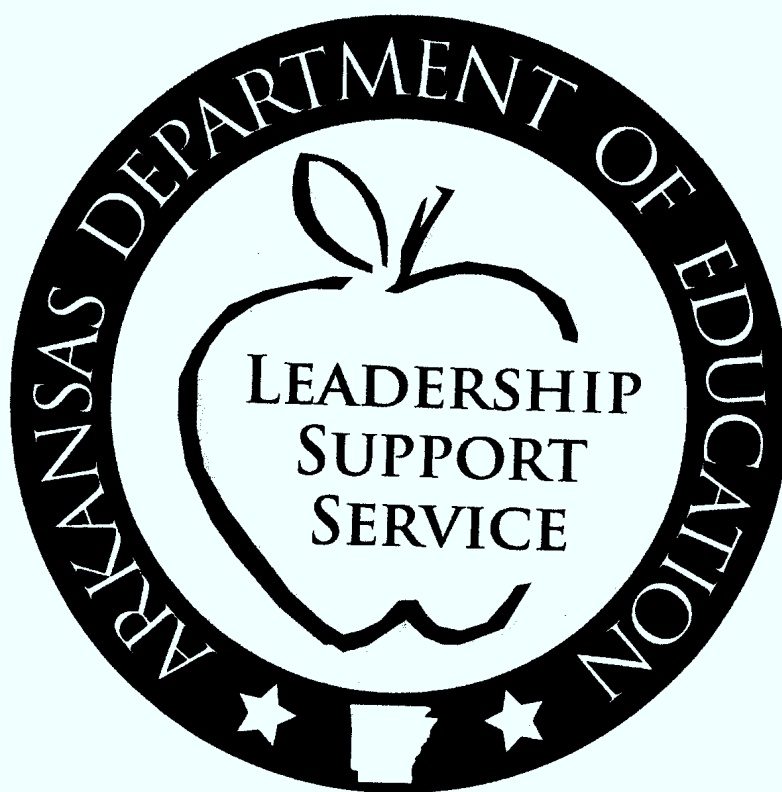
Mary Ann D. Brown, Ed.D.  
Charter School Program Director

Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

**2009-2010  
Public Charter School  
Application Evaluation Report**

**Gillett Heritage Academy**



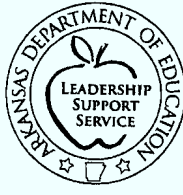
**Provided by:  
Arkansas Department of Education  
Charter School Office**

# Application Evaluation Report

## Gillett Heritage Academy

|                                                                           |    |
|---------------------------------------------------------------------------|----|
| Charter School Application Evaluation Instrument.....                     | 1  |
| Eligible entity Status.....                                               | 2  |
| Pre-Application Materials.....                                            | 2  |
| Standards 1 and 2: Public Hearing Results.....                            | 3  |
| Standard 3: Governing Structure.....                                      | 3  |
| Standard 4: Mission Statement.....                                        | 4  |
| Standard 5: Educational Need.....                                         | 4  |
| Standard 6: Educational Program.....                                      | 5  |
| Standard 7: Academic Achievement Goals.....                               | 5  |
| Standard 8: Curriculum Development and Alignment.....                     | 6  |
| Standard 9: Geographical Service Area.....                                | 6  |
| Standard 10: Annual Progress Reports.....                                 | 7  |
| Standard 11: Enrollment Criteria and Procedures.....                      | 7  |
| Standard 12: Staffing Plan.....                                           | 8  |
| Standard 13: Business and Budgeting Plan.....                             | 9  |
| Standard 14: Financial and Programmatic Audit Plan.....                   | 10 |
| Standard 15: Arkansas Public School Computer Networking Assurances.....   | 10 |
| Standard 16: Facilities.....                                              | 11 |
| Standard 17: Student Services.....                                        | 12 |
| Standard 18: Student Services (Food).....                                 | 12 |
| Standard 19: Parental Involvement.....                                    | 13 |
| Standard 20: Waivers.....                                                 | 14 |
| Standard 21: Desegregation Assurances.....                                | 15 |
| Attachment 1: Charter School Operations and Maintenance Compliance Report |    |





# ARKANSAS DEPARTMENT OF EDUCATION

## Arkansas Department of Education

### Charter School Application Evaluation Instrument

*The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.*

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

- |                                      |                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Meets the Standard:</b>           | The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate. |
| <b>Partially Meets the Standard:</b> | The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.                                                                                                                                                                                 |
| <b>Does Not Meet the Standard:</b>   | The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.                                                                                 |

# Arkansas Department of Education

## Open-Enrollment Public Charter School Application Evaluation

### EVALUATION RUBRIC

Name of Proposed School: Gillett Heritage Academy

Eligible entity status:

- ☐ Public institution of higher education  
☐ Private nonsectarian institution of higher education  
☐ Governmental entity  
☒ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application for Non-Sectarian Organization Exempt from Taxes  
**Pending** - Please refer to Letter from the Internal Revenue Service dated of August 25, 2009 (Attachment 1)..

**Legal Review:** Pursuant to Ark. Code Ann. § 6-23-303 (6), the sponsor must establish its status as a tax-exempt organization under § 501 (c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

### Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

#### Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                       | Reference |
|-------------------------------------------------|-----------|
| Letter of Intent was submitted within deadline. |           |
| Concerns and Additional Questions               | Reference |
|                                                 |           |

## Part 2: REQUIRED INFORMATION

### ***STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS***

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                               | Reference                |
|-----------------------------------------|--------------------------|
| Application meets the standard criteria | Pages 4, Attachments 2-4 |
| Concerns and Additional Questions       | Reference                |
|                                         |                          |

### ***STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE***

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                                                                                                                    | Reference |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                                                                                                                                                                              |           |
| Concerns and Additional Questions                                                                                                                                                                                                                                                            | Reference |
| Though the application mentions the involvement of parents, staff, and students, it does not address their involvement in the decision making of the school. And, further more application lacks sufficient detail in regards to community involvement in the decision making of the school. | Pages 4-9 |

### ***STANDARD 4 OF APPLICATION: MISSION STATEMENT***

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                          | Reference |
|------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Mission is meaningful and manageable.                                                                                              | Page 9    |
| Concerns and Additional Questions                                                                                                  | Reference |
| Application does not address how they will measure the non-academic goals of the mission statement – such as parental involvement. | Page 9    |

### ***STANDARD 5 OF APPLICATION: EDUCATIONAL NEED***

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                        | Reference  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|                                                                                                                                                  |            |
| Concerns and Additional Questions                                                                                                                | Reference  |
| Application does not provide a specific rationale for how the charter school will enhance or expand the educational options currently available. | Pages 9-17 |

## ***STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM***

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                           | Reference                 |
|-----------------------------------------------------|---------------------------|
|                                                     |                           |
| Concerns and Additional Questions                   | Reference                 |
| Application does not include length of school year. | Pages 17-19, Attachment 6 |

## ***STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS***

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

### **Evaluation Criteria:**

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                            | Reference   |
|------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                      |             |
| Concerns and Additional Questions                                                                    | Reference   |
| Additional information is needed regarding specific goals for mathematics and mathematics reasoning. | Pages 19-24 |

## ***STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT***

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

### **Evaluation Criteria:**

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

| Does Not Meet the Standard          | Partially Meets the Standard | Meets the Standard       |
|-------------------------------------|------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                | Reference |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                                                                          |           |
| Concerns and Additional Questions                                                                                                                                                        | Reference |
| Application lacks sufficient details in terms to the development of their alignment process regarding plan and timeline for aligning the curriculum as well as professional development. | Page 24   |

## ***STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA***

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

### **Evaluation Criteria:**

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                | Reference   |
|------------------------------------------|-------------|
| Application meets the standard criteria. | Pages 25-28 |
| Concerns and Additional Questions        | Reference   |
|                                          |             |



## ***STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS***

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                       | Reference |
|-------------------------------------------------------------------------------------------------|-----------|
| Application meets the standard criteria.                                                        | Page 28   |
| Concerns and Additional Questions                                                               | Reference |
| Application must clarify its intention to also publish the annual report on its school website. | Page 28   |

## ***STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES***

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                              | Reference   |
|--------------------------------------------------------|-------------|
|                                                        |             |
| Concerns and Additional Questions                      | Reference   |
| Application lacks a detailed student recruitment plan. | Pages 28-29 |

## ***STANDARD 12 OF APPLICATION: STAFFING PLAN***

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                            | <b>Reference</b>          |
|-------------------------------------------------------------|---------------------------|
| Application meets the standard criteria.                    | Pages 29-35, Attachment 9 |
| <b>Concerns and Additional Questions</b>                    | <b>Reference</b>          |
| Application lacks detail on board member's job description. | Page 29                   |

### ***STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN***

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b> |
|-----------------------------------|-------------------------------------|---------------------------|
| <input type="checkbox"/>          | <input checked="" type="checkbox"/> | <input type="checkbox"/>  |

| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Reference</b>         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| The application provides for segregation of duties with regard to financial transactions. The proposed budget will be approved by the Board of Directors. The proposed budgeted expenditures are within the scope of the anticipated revenue. The application contains a salary schedule.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Page 35, Attachments 8-9 |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Reference</b>         |
| The application identifies a very, general procurement plan that lacks specificity. The applicant did not budget revenue budget for Enhancement Funding of \$35.00 per student which would generate an additional \$7,350 based on a projected enrollment of 210 students. The budget includes revenue from several grant sources that are not guaranteed funds. The amount listed on the budget template for "Total Other Sources of Revenues" is not correct. The amount listed is \$1,100,000 however the correct amount should be \$1,010,000, reducing the revenue by \$90,000. The budget template indicates that the school will have four administrative positions. This seems excessive for a projected enrollment of only 210 students. It is possible that not all of the positions are actual school administrators; however, the budget template does not include a specific breakdown. | Page 35, Attachment 8    |

## ***STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN***

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                                                                                                      | <b>Reference</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| The application states that an annual audit will be conducted either by the Division of Legislative Audit in accordance with the provisions of the Arkansas Public School Audit Laws. | Page 35          |
| <b>Concerns and Additional Questions</b>                                                                                                                                              | <b>Reference</b> |
|                                                                                                                                                                                       |                  |

## ***STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES***

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

### **Evaluation Criteria:**

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                                             | <b>Reference</b> |
|------------------------------------------------------------------------------------------------------------------------------|------------------|
| The application assures that the school will participate in the Arkansas Public School Computer Network (APSCN) as required. | Page 36          |
| <b>Concerns and Additional Questions</b>                                                                                     | <b>Reference</b> |
|                                                                                                                              |                  |

## **STANDARD 16 OF APPLICATION: FACILITIES**

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

### **Evaluation Criteria:**

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
  - members of the local board of the public school district where the charter school will be located;
  - the employees of the public school district where the charter school will be located;
  - the sponsor of the charter school; and
  - employees, directors and/or administrators of the charter school.

| <b>Does Not Meet the Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     | <b>Reference</b>                    |
| Application meets the standard criteria.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     | Pages 36-37, Attachment 7           |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     | <b>Reference</b>                    |
| Please provide additional information regarding accommodations for special needs and classroom size.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                     |                                     |
| <b>Legal Review</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                     |                                     |
| <ol style="list-style-type: none"><li>1. Any facilities used by the Applicant 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. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed facilities as well as compliance with health, safety, building and zoning laws.</li><li>2. A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the Application is taken.</li></ol> |                                     |                                     |
| <b>Charter School Site Visit Report Provided by the Division of Public School Academic Facilities and Transportation – Please refer to Attachment 1.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |                                     |

## ***STANDARD 17 OF APPLICATION: STUDENT SERVICES***

The Student Services section should describe how the school will address services for its student body.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                         | Reference |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------|
| Application meets standard criteria.                                                                                              | Page 37   |
| Concerns and Additional Questions                                                                                                 | Reference |
| Transportation - Application references to how the "SAFE" organization will be providing transportation services, please clarify. | Page 37   |

## ***STANDARD 18 OF APPLICATION: STUDENT SERVICES***

This section should describe how the school will address food services for its student body.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                | Reference |
|--------------------------------------------------------------------------------------------------------------------------|-----------|
| Application provides a plan to serve breakfast and lunch, as well as, to meet the special dietary needs of the students. | Pages 38  |
| Concerns and Additional Questions                                                                                        | Reference |
| In seeking to contract with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance. |           |



## ***STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT***

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                                                     | <b>Reference</b> |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Application includes home visits which strengthens the parental involvement component of the educational program.                    | Pages 38-42      |
| <b>Concerns and Additional Questions</b>                                                                                             | <b>Reference</b> |
| Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements. |                  |

## STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

### Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

| Does Not Meet the Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Partially Meets the Standard | Meets the Standard                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |
| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                              | <b>Reference</b>                    |
| Application meets the standard criteria.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              | Pages 42-46                         |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              | <b>Reference</b>                    |
| <b>Legal Review</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                              |                                     |
| <p>a.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-902, Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools, the Department's Rules Governing Highly Qualified Teachers, and the Department's Rules Governing Teacher Licensure:</p> <ul style="list-style-type: none"><li>• 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>.</li><li>• The ADE Rules 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.</li><li>• All teachers and school personnel must submit to the criminal background and central registry checks.</li></ul> <p>b.) Ark. Code Ann. § 6-15-902 (Grading Scale): If such a waiver is granted, it should be as to non-core (i.e., elective) courses only.</p> <p>c.) Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"): Under Ark. Code Ann. § 6-17-919, the only requirement which would be waived is the ability to pay a teacher's salary only upon the filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher.</p> <p>d.) Ark. Code Ann. § 6-15-920 ("Examination of teacher's contracts"): This Section is not capable of being waived by the Board, as the duties imposed by this Code Section are upon the county clerk, and not upon Gillett Heritage Academy.</p> <p>e.) ADE Rules Governing Minimum Schoolhouse Construction: These Rules no longer exist; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.</p> <p>f.) ADE Rules Governing Expenditure Requirement for Public Schools: These ADE Rules are premised upon Arkansas statutes which are specifically applicable to charter schools as well as school districts and, thus neither the Rules nor the underlying statutes are capable of being waived.</p> <p>g.) ADE Rules Governing Waivers of Earning Limitation Under the Teacher Retirement System: A waiver from these Rules is unnecessary, as the Rules are in the process of being repealed due to the passage of Act 743 of 2009.</p> |                              |                                     |

## ***STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES***

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### **Evaluation Criteria:**

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                               | Reference   |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Application meets the standard criteria.                                                                                                | Pages 46-47 |
| Concerns and Additional Questions                                                                                                       | Reference   |
| For complete information, please see forthcoming Desegregation Memos from the Arkansas Department of Education -General Counsel Office. |             |

### ***ADDITIONAL COMMENTS:***



# ARKANSAS DEPARTMENT OF EDUCATION

## CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # \_\_\_\_\_ School Gillett Heritage Academy Date 9/24/2009

Address \_\_\_\_\_ Phone \_\_\_\_\_

Director \_\_\_\_\_ E-Mail \_\_\_\_\_

School Contact (Name/Position) \_\_\_\_\_ Phone \_\_\_\_\_

Facility is: \_\_\_\_\_ Proposed \_\_\_\_\_ Existing X New Construction

### Required Inspections and Staff Training

1. Maintenance Procedures Manual \_\_\_\_\_
2. Training Manual \_\_\_\_\_
3. Fire Extinguishers Serviced Annually \_\_\_\_\_
4. Fire Extinguishers Inspected Monthly \_\_\_\_\_
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall \_\_\_\_\_
6. Fire Alarm System tested/inspected annually \_\_\_\_\_
7. Fire Drills Performed Monthly \_\_\_\_\_
8. Natural Gas Distribution System Inspected Annually \_\_\_\_\_
9. RPZ Valves Inspected Annually \_\_\_\_\_
10. Asbestos Surveillance up to Date \_\_\_\_\_
11. MSDS Sheets up to Date and Accessible \_\_\_\_\_
12. Hot Water Boiler/Heater \_\_\_\_\_

### Action Items (Follow-Up Required)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Gillett Heritage Academy

Attachment 1

1. Building Name and LEA # Gillett Heritage Academy 2. Grade Configuration K-12

3. Facility Built Date (including additions): Propose 4. Walk-thru of facility conducted: NO

5. Items Checked:

|                                                                                                     |                                                                |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> HVAC System                                                                | <input type="checkbox"/> Roofs                                 |
| <input type="checkbox"/> Exit Lights                                                                | <input type="checkbox"/> Plumbing/ ADA Compliance              |
| <input type="checkbox"/> Hot Water Boilers & Heaters                                                | <input type="checkbox"/> Electrical System                     |
| <input type="checkbox"/> Doors/Windows                                                              | <input type="checkbox"/> Interior / Exterior Lighting          |
| <input type="checkbox"/> Emergency Lighting                                                         | <input type="checkbox"/> Floor Coverings                       |
| <input type="checkbox"/> Grounds Maintenance                                                        | <input type="checkbox"/> Fire Extinguishers                    |
| <input type="checkbox"/> Kitchen Equipment                                                          | <input type="checkbox"/> Fire Alarm                            |
| <input type="checkbox"/> Playground Equip.                                                          | <input type="checkbox"/> Stairwells                            |
| <input type="checkbox"/> Fire Sprinkler Systems                                                     | <input type="checkbox"/> Athletic Field Maintenance            |
| <input type="checkbox"/> Elevators & Wheelchair Lifts                                               | <input type="checkbox"/> Kitchen Hood Vent Suppression System  |
| <input type="checkbox"/> Interior / Exterior Finishes                                               | <input type="checkbox"/> Masonry & Concrete Building Exteriors |
| <input type="checkbox"/> Sidewalks, Driveways, Parking Areas, & Pave                                |                                                                |
| <input type="checkbox"/> Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas |                                                                |
| <input type="checkbox"/> Food Service                                                               |                                                                |

6. Building Comments:

---

---

---

---

---

---

---

7. Custodial (include equipment and storage):

|                                                      |                                                  |
|------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Storage Closets             | <input type="checkbox"/> Restrooms               |
| <input type="checkbox"/> Hallways/Classrooms/Offices | <input type="checkbox"/> Gymnasiums/Locker Rooms |

---

---

---

Summary of the General Condition of the Facility: The proposed site was reviewed via the Google Earth  
Live View satellite view. The proposed site is a vacant lot of 25 acres, of which 10 acres will be used  
according to the application. The terrain is fairly flat with a 3' fall from the front of the site to the The  
back of the site. There are drainage ditches on two sides of the site.

Action Items (Follow-up required):

1. All state plan reviews will need to be performed on the design plans.
2. State Fire Marshal approval or architect assurance of compliance will be needed before occupancy
3. Final site visit walk-thru will be required.
4. \_\_\_\_\_
5. \_\_\_\_\_

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative: \_\_\_\_\_ Position: \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Distribution: Charter School Office    DPSAFT Project File  
Gillett Heritage Academy

Attachment 1



Application Cycle 2010

# Response to Evaluation

Gillett Heritage Academy

# Gillett Civic Group, Inc.

“...Building on a strong foundation for the future of Gillett!”

October 21, 2009

Dr. Mary Ann Brown  
Program Director, Charter School Office  
Arkansas Department of Education  
4 State Capitol Mall  
Room 305-B  
Little Rock, AR 72201

Dear Dr. Brown:

Please find enclosed the Gillett Heritage Academy's response to the questions and comments included in your letter to me dated September 28, 2009.

Please let me know if you require any additional information. You may reach me at 888-764-3130.

Sincerely,



Derek Menard,  
President  
Gillett Civic Group, Inc.

RECEIVED  
OCT 23 2009

CHARTER SCHOOL OFFICE

# Gillett Heritage Academy

## Arkansas Department of Education Open-Enrollment Public Charter School Application EVALUATION RUBRIC RESPONSE

### **Eligible Entity Status:**

Pending at time of the application.

**Legal Review:** Pursuant to Ark. Code Ann. § 6-23-303 (6), the sponsor must establish its status as a tax-exempt organization under § 501 (c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

**Response:** The Gillett Civic Group, Inc. as the sponsoring entity has been granted tax exempt status from the Internal Revenue Service as of September 21, 2009 under § 501 (c)(3) of the Internal Revenue Code. Please see Attachment 1.

### **Part 2: Required Information**

#### **Standard 3 of Application: Governing Structure**

Partially Meets the Standard

**Concerns and Additional Questions from ADE:** Though the application mentions the involvement of parents, staff, and students, it does not address their involvement in the decision making of the school. And, further more application lacks sufficient detail in regards to community involvement in the decision making of the school.

**Response:** We recognize the value of parent involvement and further understand the key role they play in the education of their children. The Gillett Heritage Academy has adopted the GHA Family Involvement Plan to assure the Arkansas Department of Education that parents, staff and students alike will have a direct role in the decision making of the school. Please see Attachment 2.

Parents have been involved from the very beginning as special meetings have been and will continue to be planned for parents to take part in every aspect of the school's programs. Teachers will meet individually with each and every family before the beginning of the school year to discuss the school contract with the parents as required by the school's ACSIP. They will be brought into the school family and will be kept aware of their children's progress by parent/teacher phone calls, weekly progress reports, and emails. A parent survey will be conducted every year to measure the parent satisfaction in the school's progress. A parent center will be set aside in the school building and will be designed to help parents in their parental endeavors. All board meetings will be public meetings and parents are invited to attend to show their support, concerns or share suggestions. All parents are invited to all meetings. In addition, both alternate board

members will be designated as parent representatives so that parents may have a direct representation on the board.

Students play a crucial role, just as parents, in the advancement of our goals at Gillett Heritage Academy. Students must feel that they are part of the team and that they can influence the decision making in key areas. Each student will be given an improvement plan and take part in the decision process that will produce student achievement, and help identify student needs. The students are, and will continue to be, the major focal point in all decisions made for the school.

The community members have played a major role in helping process this application and prepare for a charter school in the area. The Gillett city council has played a strategic role in making this dream become a reality. The Mayor and every council member have pledged unwavering support for a charter school to be started in this community. Hundreds of citizens, business leaders (as shown in the support letters), and city officials in Gillett have been involved in the progress of this charter.

In addition to the local community support, the alumni, citizens, and business owners of Gillett have and will continue to give annual scholarships to deserving but financially burdened students to enhance the opportunity for students to attend college. Examples of these scholarships include, the William D. Conine/Mobil Oil Company Scholarship. Mr. Conine, a native of Gillett, has a Doctor's Degree in Aero-Space Engineering and has a passion for furthering the education of students particularly in the Delta region of the State. Also, Miss. Vida June Moll, a huge supporter of education in Gillett, provides two students with a scholarship to continue their education. Our local Farmers and Businessmen Organization provides two scholarships as well.

The requirements of Act 307 of 2007, Act 397 of 2009 and the federal parental involvement requirements are directly in line with the mission of Gillett Heritage Academy. Our community has always shown a strong commitment to education and they whole heartedly support the addition of a new charter school.

**Standard 4 of Application: Mission Statement**  
Partially Meets the Standard

**Strengths:** Mission is meaningful and manageable.

**Concerns and Additional Questions from ADE:** Application does not address how they will measure the non-academic goals of the mission statement – such as parental involvement.

**Response:** Parental involvement will be measured by:

1. All parents must sign a contract with the school at the beginning of the year.
2. Parents are required to come to the parent/teacher conferences and sign in before report cards will be given out.

3. Parents will sign weekly progress folders sent home each week.
4. Creation and membership in the PTA
5. Annual parent survey

Please refer to Attachment 2 for the evaluation of the GHA Family Involvement Plan.

**Standard 5 of Application: Educational Need**  
Partially Meets the Standards

**Concerns and Additional Questions from ADE:** Application does not provide a specific rationale for how the charter school will enhance or expand the educational options currently available.

**Response:** Throughout our application we have expounded on the educational need in the Gillett area, and how our charter school will enhance and expand the educational options available. A.C.A §6-23-304 (3.b.) states:

*The state board shall give preference in approving an application for an open enrollment public charter school to be located in any public school district:*

- (1) When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;*
- (2) When the district has been classified by the state board as in academic distress under § 6-15-428.*

Gillett Heritage Academy will be located in a rural delta area, where the percentage of students who receive free and reduced lunches are above the state average, and the DeWitt Middle School is classified as "*Whole School Intensive Improvement*" year four, with the High School classified as "*Whole School Improvement*" year one. Please see Attachment 4, a letter from the DeWitt Middle School Principal, Julie Blevins to parents of students at the beginning of this school year.

She states in the first paragraph, "In 2009, DeWitt Middle School did not make Adequate Yearly Progress (AYP) for meeting the state proficiency standards in literacy and math. For this reason, the state has identified DeWitt Middle School as Whole School Intensive Improvement Year 4. This is because data from 2009 indicate:

- Our combined student population did not meet AYP in literacy.
- Our economically disadvantaged student population did not meet AYP in literacy and math."

Remediation of these economically disadvantaged students is the key focus of Gillett Heritage Academy. We want to allow them a "Chance to Advance." These students

have not received the focus and attention that they need to meet and exceed State academic achievement levels.

The focus of Gillett Heritage Academy which is not found in the surrounding schools will be:

- 1) More time on tasks. All extra-curricular activities will be held after the school day is complete. Therefore, the entire day will be used to concentrate on student achievements.
- 2) Longer school day. The school day will begin at 7:30 A.M. and will conclude at 4:00 P.M. The last hour of each school day will be devoted to student remediation in that student's lowest scoring subject. This will give parents, students, and teachers more time to evaluate and remediate deficiencies.
- 3) Every student will have an improvement plan. The ACSIP will be written to show that all students will be given a plan that will help them see and understand their weaknesses and what must be done to strengthen them in these areas.
- 4) The school computer lab will be open for students and parents to use until 7 p.m.
- 5) Wide range of educational opportunities. Students will begin in kindergarten learning foreign languages. Spanish will be taught every year, as well as opportunities to learn Latin, Mandarin Chinese, French and other languages.
- 6) Smaller student to teacher ratios allowing students the individual attention required for effective remediation.

The letter from DeWitt Middle School Principal, Julie Blevins goes on to state in the last paragraph, "The option of having your child transfer to another public school in the district that is not in need of improvement is not available because there is only one school per grade level in the DeWitt School District."

Many parents in Arkansas and Desha county prefer to home school their children for many reasons. These responses are the most common:

- lack of educational choice and opportunity available in the Delta
- dissatisfaction with the public school system's ability to provide the attention needed for effective remediation of their children

There are currently 67 children in Arkansas County and 41 children in Desha County being home schooled. (Please see attachment 5). The burden of a typical two parent household to hold down two jobs and to provide an education for their children is very common in the Delta region. These parents simply have no other educational choice for



their children. Gillett Heritage Academy would provide that educational choice that these parents need and desire.

**Standard 6 of Application: Educational Program**

Partially Meets the Standard

**Concerns and Additional Questions from ADE:** Application does not include length of school year.

**Response:** The length of GHA's school year is 190 days. Our schedule will closely coincide with the schedules of adjacent schools for teacher and parent convenience that may have family attending more than one school. We understand that vacation or "family" time is very important and will make every effort to enhance that relationship.

**Standard 7 of Application: Academic Achievement Goals**

Partially Meets the Standard

**Concerns and Additional Questions from ADE:** Additional information is needed regarding specific goals for mathematics and mathematics reasoning.

**Response:** The specific goal for all students at Gillett Heritage Academy is that they will be on or above the appropriate grade level in mathematics. All student achievement progress in mathematics will be closely monitored by separate student improvement plans for each student. The improvement by all students will be clearly demonstrated in the state mandated tests at the end of the year. The expectations for the students who have been at the school for at least two consecutive years will be set above those in the neighboring districts. These students will demonstrate ability to accurately arrive at solutions on or above grade level computation problems which will be documented by passing grades on local and state tests. These students will show a minimum of 10% increase in math proficiency each year as measured with the NEWA testing. Furthermore, the state mandated tests will show no significant difference between students from different demographic groups within the school itself on the mathematics tests. The school will meet AYP goals in mathematics annually.

The ACSIP will be used to monitor the achievement levels of all students in mathematics so that the school will meet and exceed its AYP and NCLB targets in mathematics. Our goal is that students will all be at the level where they can take and understand advanced placement mathematics courses after being enrolled at our school for three years. Since Algebra I will be taught in the eighth grade, the school will have 85% of students passing the end of course test after the first year and 100% of the students passing the end of course exam for all students who have been with the school for three years. Any student who has attended Gillett Heritage Academy for three years will be able to pass all end of year tests in mathematics including Algebra I, Algebra II, and Geometry. Furthermore, students who have attended GHA for three years will be

able to take and understand advanced mathematics courses and advanced placement courses by making passing grades on tests throughout the year.

**Standard 8 of Application: Curriculum Development and Alignment**  
Does Not Meet the Standard

**Concerns and Additional Questions from ADE:** Application lacks sufficient details in terms to the development of their alignment process regarding plan and timeline for aligning the curriculum as well as professional development.

**Response:** Gillett Heritage Academy will have a strong integrated professional development system which will allow for all teachers to work collaboratively as team members while aligning Arkansas State Standards into Academy Skills Calendar's. All teachers will be involved in curriculum alignment both vertically and horizontally. Each teacher is responsible for his/her own calendar according to the tentative schedule below. All parties at Gillett Heritage Academy are accountable for the alignment process. The principal is the facilitator, the teacher is the vessel by which the knowledge is taught and shared with children, and the students are the demonstrators of the knowledge they have learned. All content objectives, strands, and frameworks will be aligned accordingly on the horizontal and vertical lines. Faculty will work together as a team to begin the alignment of State Standards horizontally and vertically before the academic year, while during the year team members from within the same grade level will meet jointly to complete Skills Calendars before Report Due dates. As part of the process, the Principal or Director shall observe the classroom for evidence of alignment during class walkthrough's, and weekly lesson plans, and shall discuss standards achievement at various points with students.

| <u>Report Date</u> | <u>Report Due</u>                              | <u>Monitor</u>       |
|--------------------|------------------------------------------------|----------------------|
| August 2010        | Summaries from Summer Professional Development | Principal / Director |
| August 2010        | Framework Alignment from PD                    | Principal/Director   |
| August 2010        | Skills Calendar for Aug-Oct                    | Principal            |
|                    | Evidenced by posted Daily Objectives           |                      |
| October 2010       | Skills Calendar for Nov- Dec                   | Principal            |
|                    | Evidenced by posted Daily Objectives           |                      |
| December 2010      | Skills Calendar for Jan- Feb                   | Principal            |
|                    | Evidenced by posted Daily Objectives           |                      |
| February 2011      | Skills Calendar for Mar- Apr                   | Principal            |
|                    | Evidenced by posted Daily Objectives           |                      |
| March 2011         | Frameworks Reinforced                          | Principal/ Director  |
|                    | Evidenced by posted Daily Objectives           |                      |

∴ Ongoing throughout Academic Year - Gillett Heritage Academy will offer reinforcement through professional development, team meetings, assessment of practices to strategically plan Alignment of State Standards.

∴ Due to testing constraints we will expect all standards and frameworks to have been covered at least once by Spring testing, after testing frameworks are vigorously recapped through the end of the year.

∴ Gillett Heritage Academy will remain abreast of ongoing updates to State Standards as they become available and shall remain current on any Professional Development which may help in these areas.

#### **Standard 10 of Application: Annual Progress Reports**

Meets the Standard

**Concerns and Additional Questions from ADE:** Application must clarify its intention to also publish the annual report on its school website.

**Response:** Gillett Heritage Academy will publish each annual report by November 15<sup>th</sup> each year in a local newspaper as required by state law. Additionally we will publish the annual report on our school website.

#### **Standard 11 of Application: Enrollment Criteria and Procedures**

Partially Meets the Standard

**Concerns and Additional Questions from ADE:** Application lacks a detailed student recruitment plan.

**Response:** In compliance with federal law, GHA's marketing efforts will be equitable to all populations within the area regardless of race, disability, ethnicity, and gender. We will comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities. We will not discriminate potential employees or pupils in violation with any state or federal law. We will be nonsectarian in the programs, admissions policies and employment practices. The school will not be supported by or affiliated with any religion or religious organization or institution.

On page 8 of our application it states that one of the essential functions of the Gillett Civic Group, Inc. is the development of an initial marketing plan for recruiting and enrolling students using methods best suited to the local community. The student recruitment plan consists of the components listed below in an effort to reach parents in the communities that the school may serve.

1. ADVERTISING

- a. We will post flyers where permitted, including local establishments such as restaurants, supermarkets, store fronts, etc.
- b. We will contact local newspapers (Arkansas Democrat Gazette, The Daily Leader, the DeWitt Era-Enterprise, the Dumas Clarion, the Lincoln Ledger and the Pine Bluff Commercial.)
- c. We will contact radio stations and local TV stations to advertise and to try to get free public relations through feature stories.
- d. We want to utilize billboard advertising in the Delta area upon availability.
- e. We will post information about GHA on [www.gillettivicgroup.com](http://www.gillettivicgroup.com) as well as the new GHA website.

2. COMMUNITY EVENTS AND MEETINGS

- a. We will participate in selected community events, e.g. parades, festivals, etc. Where possible, we will set up an information table with flyers for families to take home and applications for families to fill out.
- b. We will attend meetings of community organizations to make announcements about the school and hand out information.

3. COMMUNITY AND PARENT INVOLVEMENT

We will enlist supportive corporate citizens as well as supportive parents to help with our recruitment efforts such as handing out flyers and sit at information booths.

4. HOME VISITS

Faculty and Volunteers will be incorporated to walk door to door visiting within the community to offer information about the school, and help register students of interest.

5. GHA OPEN HOUSE

The GHA Open House will allow interested parents to tour our facility, meet the founders and administration and to learn about the mission of GHA. We will advertise the open house in newspapers, flyers and by radio station.

**Standard 12 of Application: Staffing Plan**

Meets the Standard

**Concerns and Additional Questions from ADE:** Application lacks detail on board member's job description.

**Response:** The Gillett Heritage Academy will be led by a Board which governs the school and is responsible for ensuring the school fulfills its mission, is faithful to its charter, and remains financially viable. More specifically, the Board will be given the ultimate power of regulating the charter school's financial and academic progress. They

are accountable for ensuring that all funding used to operate the school is in compliance with the charter and all applicable legal requirements. They will review and approve finances monthly and the overall budget annually. The Board will oversee the functions of the Director to make certain that he is fulfilling his obligations and responsibilities. They will evaluate the performance of the students academically to make certain that we are meeting our goals of remediation. It is the responsibility of the Board to monitor the implementation of the education program, policy and regulatory guidance.

### **Standard 13 of Application: Business and Budgeting Plan**

Partially Meets the Standard

**Concerns and Additional Questions from ADE:** The Application identifies a very, general procurement plan that lacks specificity. The applicant did not budget revenue budget for Enhancement Funding of \$35.00 per student which would generate an additional \$7,350 based on a projected enrollment of 210 students. The budget includes revenue from several grant sources that are not guaranteed funds. The amount listed on the budget template for "Total Other Sources of Revenue" is not correct. The amount listed is \$1,100,000 however the correct amount should be \$1,010,000, reducing the revenue by \$90,000. The budget template indicates that the school will have four administrative positions. This seems excessive for a projected enrollment of only 210 students. It is possible that not all of the positions are actual school administrators; however, the budget template does not include a specific breakdown.

**Response:** Purchases made by the administration of Gillett Heritage Academy will only be those items and services deemed necessary or that are required to fulfill the mission of the charter school. The board of directors will approve a school budget at the beginning of the year as a guideline for these procurements. Even after the budget is approved, items that cost more than \$3,000 will require 2 signatures and must be approved by the board before purchasing.

All applicable items will be purchased by the following method.

- 1) At least two or more quotations or bid proposals are obtained when possible
- 2) All local, state and federal laws will be followed
- 3) Shipping prices must be confirmed
- 4) A purchase order is submitted
- 5) The bookkeeper checks the purchase order against the budget
- 6) The purchase order is sent to the Executive Director for final approval.



7) Checks over \$3,000.00 will re-quire a co-signature and board approval.

We have amended the budget to reflect the accurate figures and have included a breakdown as well. Please see Attachment 3.

**Standard 16 of Application: Facilities**

Meets the Standard

**Concerns and Additional Questions from ADE:** Please provide additional information regarding accommodations for special needs and classroom size.

**Response:** All facilities will meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. All entry ways, classroom doors, etc. will be handicap accessible. The minimum classroom size is 25' x 25'.

**Standard 17 of Application: Student Services**

Meets the Standard

**Concerns and Additional Questions:** Transportation – Application references to how the “SAFE” organization will be providing transportation services, please clarify.

**Response:** That sentence was erroneously included in our application. Please disregard.

Gillett Heritage Academy plans to raise the funds necessary to purchase a means of transportation for the students. We would like to offer this service at the beginning of the school year in 2010 providing the funds are available to do so. If funding is not available the first year of the charter we will strive to provide that service beginning the second year of the charter. We understand that in the Delta region parents may be burdened with transportation cost. We plan to alleviate that burden as soon as funding is available.



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

DEPARTMENT OF THE TREASURY

Date: **SEP 21 2009**

GILLETT CIVIC GROUP INC  
C/O JENNIFER MENARD  
PO BOX 116  
GILLETT, AR 72055

Employer Identification Number:  
90-0410892  
DLN:  
17053225311049  
Contact Person:  
DEL TRIMBLE ID# 31309  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
September 5, 2008  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

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

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

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

GILLETT CIVIC GROUP INC

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Choi", with a stylized flourish at the end.

Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)

Attachment 1

## Gillett Heritage Academy

# Family Involvement Plan

\*Research shows that children whose parents are involved in their formal education have increased academic achievement.  
GHA has adopted the Family Involvement Plan to measure and achieve that goal of our mission.

| <u>Activity/Event</u>                      | <u>Date/Time</u>               | <u>Group</u>                                         | <u>Resources/Budget</u>                                   | <u>Objective</u>                                                                                                           | <u>Evaluation</u>                                                                               |
|--------------------------------------------|--------------------------------|------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| GHA Open House                             | June/July 2010                 | Parents, Students, Staff, Board Members and Sponsors | Use of the GHA multipurpose room; Donations from          | Tour GHA Facility, Reiterate the GHA Mission, Student Recruitment, etc.                                                    | Student Enrollment; Community Support                                                           |
| GHA Parent/Student Welcome Orientation     | August 2010                    | Staff, Parents, Students and Special Guests          | Use of the GHA multipurpose room; Donations from Sponsors | Welcome families to GHA; families connect with Staff; encourages communication; parent/student orientation & communication | Anecdotal from parental comments; also the number of participants taken from the sign in sheets |
| GHA Family Meeting                         | Monthly                        | Staff, Parents, Students                             | Use of the GHA multipurpose room                          | To inform and train parents how to help students at home                                                                   | Sign in sheets; continued program participation; parent feedback                                |
| GHA Parent/Teacher Conference              | Quarterly                      | Staff, Parents                                       | Facility use, Staff time, refreshments, childcare - \$300 | Parents informed of student's progress, increase student achievement                                                       | Attendance, Parent Feedback                                                                     |
| Home Visits                                | As needed                      | Staff                                                | Staff training on home visits and time                    | Increase communication to show respect for and connect with parents                                                        | Parent/Teacher Feedback                                                                         |
| GHA PTA Meeting<br>*Volunteer Organization | Monthly                        | Staff, Parents                                       | _____                                                     | Inform/involve parents in activities/fundraisers for GHA                                                                   | PTA membership, attendance                                                                      |
| GHA School Board Public Meeting            | Monthly                        | Board Members, Staff, Parents                        | Facility use                                              | To address issues and concerns of Staff/Parents if needed                                                                  | Minutes of Board Meetings; Actions by Board Members                                             |
| ESL Classes                                | TBA if needed                  | Staff, Parents                                       | Facility use, Staff time                                  | To increase communication                                                                                                  | Sign in sheets; Parent Feedback                                                                 |
| GED Classes                                | TBA if needed                  | Staff, Parents                                       | Facility use, Staff time                                  | To educate parents/students                                                                                                | Attendance                                                                                      |
| College Prep Meeting                       | TBA                            | Staff, Parents, Students                             | Facility use, Staff time                                  | To inform parents/students of criteria for college prep, etc.                                                              | Attendance, Feedback from Staff/Parents/Students                                                |
| "Chance to Advance" Remediation Program    | Monday - Friday<br>3 pm - 4 pm | Staff, Students                                      | Use of GHA Facility, Staff time                           | To identify student weakness & effectively & efficiently remediate                                                         | Test Results/ Student Achievement Level                                                         |
| GHA Computer Lab                           | Monday - Friday<br>7 am - 7 pm | Staff, Students, Parents                             | Use of GHA Lab; Staff Rotation;                           | To provide students with the necessary resources to complete their work. To work around parent schedules.                  | Parent/Student Feedback; Use by families                                                        |
| Parent Survey                              | Annually                       | Parents, Staff, Board Members                        | Printing Cost \$25.00                                     | To provide parents with a non-confrontational means to assess the performance of GHA                                       | Analysis of survey & implementation of results to provide growth for GHA                        |

**Public Charter School Application  
Budget Worksheet  
Gillett Heritage Academy**

**Revenues**

State Public Charter School Aid:

|                                                              |                        |
|--------------------------------------------------------------|------------------------|
| No. of Students (210 x \$ 5.905.00) State Foundation Funding | <u>\$ 1,240,050.00</u> |
| No. of Students (210 x \$ 41.33) Professional Development    | <u>\$ 8,679.30</u>     |
| No. of Students (210 x \$ 496.00) NSLA Funding               | <u>\$ 104,160.00</u>   |
| No. of Students (210 x \$ 35.00) Enhancement Funding         | <u>\$ 7,350.00</u>     |

|                                |                        |
|--------------------------------|------------------------|
| Total State Charter School Aid | <u>\$ 1,360,239.30</u> |
|--------------------------------|------------------------|

Other Sources of Revenues:

|                                  |                                   |
|----------------------------------|-----------------------------------|
| Federal Grants (List the amount) | 450,000.00 (ADE) 40,000 (Title I) |
| Other (Food Services)            | 150,000.00 (meals)                |

|                                 |                      |
|---------------------------------|----------------------|
| Total Other Sources of Revenues | <u>\$ 640,000.00</u> |
|---------------------------------|----------------------|

|                       |                               |
|-----------------------|-------------------------------|
| <b>TOTAL REVENUES</b> | <b><u>\$ 2,000,239.30</u></b> |
|-----------------------|-------------------------------|

**Expenditures**

**Amount**

Administration:

|                                 |            |                      |
|---------------------------------|------------|----------------------|
| Salaries: (No. of Positions 4 ) | \$ 199,000 |                      |
| Fringe Benefits                 | \$ 49,000  |                      |
| Purchased Services              |            |                      |
| Supplies and Materials          | \$ 4,000   |                      |
| Equipment                       | \$ 15,000  |                      |
| Other (Describe)                |            | <u>\$ 267,000.00</u> |

Regular Classroom Instruction:

|                                  |            |                      |
|----------------------------------|------------|----------------------|
| Salaries: (No. of Positions 16 ) | \$ 512,000 |                      |
| Fringe Benefits                  | \$ 128,000 |                      |
| Purchased Services               |            |                      |
| Supplies and Materials           | \$ 50,000  |                      |
| Equipment                        | \$ 164,000 |                      |
| Other (Describe)                 |            | <u>\$ 854,000.00</u> |

Special Education:

|                                 |           |                  |
|---------------------------------|-----------|------------------|
| Salaries: (No. of Positions 1 ) | \$ 45,000 |                  |
| Fringe Benefits                 | \$ 11,000 |                  |
| Purchased Services (NWEA, etc.) | \$ 5,000  |                  |
| Supplies and Materials          | \$ 4,000  |                  |
| Equipment                       | \$ 3,000  |                  |
| Other (Describe)                |           | <u>\$ 68,000</u> |

## Gifted and Talented Program:

Salaries: (No. of Positions\_)

Fringe Benefits

Purchased Services

Supplies and Materials

Equipment

Other (Describe)

\$0.00

## Alternative Education Program:

Salaries: (No. of Positions\_)

Fringe Benefits

Purchased Services (DIBELS, Etc.) \$ 12,000

Supplies and Materials

Equipment (computers) \$ 12,000

Other (Describe)

\$ 24,000

## Guidance Services:

Salaries: (No. of Positions 1 ) \$ 45,000

Fringe Benefits \$ 11,000

Purchased Services

Supplies and Materials \$ 3,000

Equipment \$ 6,000

Other (Describe)

\$ 65,000

## Health Services:

Salaries: (No. of Positions 1 ) \$ 25,000

Fringe Benefits \$ 6,000

Purchased Services

Supplies and Materials \$ 4,000

Equipment \$ 10,000

Other (Describe)

\$ 45,000

## Media Services:

Salaries: (No. of Positions-Y )

Fringe Benefits

Purchased Services

Supplies and Materials

Equipment

Other (Describe)

\$0.00

## Fiscal Services:

Salaries: (No. of Positions 1 ) \$ 35,000

Fringe Benefits \$ 8,000

Purchased Services

Supplies and Materials \$ 3,000

Equipment \$ 6,000

Other (Describe)

\$ 52,000

# GHA Budget Continued

## Maintenance and Operation:

|                                        |           |                   |
|----------------------------------------|-----------|-------------------|
| Salaries: (No. of Positions 3 )        | \$ 62,000 |                   |
| Fringe Benefits                        | \$ 15,000 |                   |
| Purchased Services (include utilities) | \$ 15,000 |                   |
| Supplies and Materials                 | \$ 5,000  |                   |
| Equipment                              | \$ 40,000 |                   |
| Other (Describe)                       |           | <u>\$ 137,000</u> |

## Pupil Transportation:

|                               |           |                  |
|-------------------------------|-----------|------------------|
| Salaries: (No. of Positions_) |           |                  |
| Fringe Benefits               |           |                  |
| Purchased Services            |           |                  |
| Supplies and Materials        | \$ 6,000  |                  |
| Equipment                     | \$ 30,000 |                  |
| Other (Describe)              |           | <u>\$ 36,000</u> |

## Food Services:

|                                             |           |                   |
|---------------------------------------------|-----------|-------------------|
| Salaries: (No. of Positions 2 )             | \$ 32,000 |                   |
| Fringe Benefits                             | \$ 8,000  |                   |
| Purchased Services                          |           |                   |
| Supplies and Materials (food, drinks, etc.) | \$ 80,000 |                   |
| Equipment                                   | \$ 40,000 |                   |
|                                             |           | <u>\$ 160,000</u> |

## Data Processing:

|                               |  |        |
|-------------------------------|--|--------|
| Salaries: (No. of Positions_) |  |        |
| Fringe Benefits               |  |        |
| Purchased Services            |  |        |
| Supplies and Materials        |  |        |
| Equipment                     |  |        |
| Other (Describe)              |  | \$0.00 |

## Substitute Personnel:

|                                 |           |                  |
|---------------------------------|-----------|------------------|
| Salaries: (No. of Positions 2 ) | \$ 20,000 |                  |
| Fringe Benefits                 | \$ 5,000  |                  |
|                                 |           | <u>\$ 25,000</u> |

## Facilities:

|                                                                          |                  |
|--------------------------------------------------------------------------|------------------|
| Lease/Purchase (contract for one total year including facility upgrades) | <u>\$ 60,000</u> |
| Please list upgrades:                                                    |                  |
| Utilities (contract for one total year including facility upgrades)      | <u>\$ 24,000</u> |
| Insurance (contract for one total year including facility upgrades)      |                  |
| Property Insurance                                                       |                  |
| Content Insurance                                                        | <u>\$ 3,000</u>  |

## Debt Expenditures:

Other Expenditures: (Describe)

**TOTAL EXPENDITURES**

**\$ 1,820,000**



**Budget Breakdown:**

|              |                                |
|--------------|--------------------------------|
| Revenue      | \$ 2,000,239.30 @ 210 students |
| Expenditures | \$ 1,820,000.00 @ 210 students |

**Salary Breakdown by position:****Administration: Number of positions 4**

|                  |              |                   |
|------------------|--------------|-------------------|
| Director         | \$ 89,000.00 |                   |
| Principal        | \$ 50,000.00 |                   |
| Admin. Secretary | \$ 25,000.00 |                   |
| Bookkeeper       | \$ 35,000.00 |                   |
| <b>Total</b>     | <b>\$</b>    | <b>199,000.00</b> |

**Regular Classroom Instruction: Number of positions 16**

|                             |               |                   |
|-----------------------------|---------------|-------------------|
| 16 Teachers @ \$ 32,000     | \$ 512,000.00 |                   |
| Special Ed                  | \$ 45,000.00  |                   |
| Guidance Services/Counselor | \$ 45,000.00  |                   |
| <b>Total</b>                | <b>\$</b>     | <b>602,000.00</b> |

**Other:**

|                                |              |                   |
|--------------------------------|--------------|-------------------|
| Nurse                          | \$ 25,000.00 |                   |
| Maintenance                    | \$ 30,000.00 |                   |
| 2 Custodians @ \$ 16,000       | \$ 32,000.00 |                   |
| 2 Food Services @ \$16,000     | \$ 32,000.00 |                   |
| 2 Substitutes(aids) @ \$10,000 | \$ 20,000.00 |                   |
| Fiscal Services                | \$ 35,000.00 |                   |
| <b>Total</b>                   | <b>\$</b>    | <b>174,000.00</b> |

|                |                        |
|----------------|------------------------|
| Total Salaries | <b>\$ 975,000.00</b>   |
| Total Benefits | <b>\$ 227,000.00</b>   |
| <b>Total</b>   | <b>\$ 1,202,000.00</b> |

**Special Programs:**

|                                  |              |
|----------------------------------|--------------|
| Technology, food services, ACSIP | \$ 40,000.00 |
|----------------------------------|--------------|

**DeWitt Middle School**  
**Julie Blevins, Principal**  
**MEMBER NORTH CENTRAL ASSOCIATION**  
**301 North Jackson**  
**DeWitt, Arkansas 72042**

**August 2009**

**Dear Parents/Guardians:**

Our schools are committed to providing a high-quality education program for your child. We are working hard to provide programs to help all students succeed in our school district. In 2009, DeWitt Middle School did not make Adequate Yearly Progress (AYP) for meeting the state proficiency standards in literacy and math. For this reason, the state has identified DeWitt Middle School as Whole School Intensive Improvement, Year 4. This is because data from 2009 indicate:

- Our combined student population did not meet AYP in literacy.
- Our economically disadvantaged student population did not meet AYP in literacy and math.

If you would like more information regarding DeWitt Middle School and how it compares to other schools, please contact Principal Julie Blevins at 870-946-3708 or visit the Arkansas Department of Education's website at <http://arkansased.org>.

The school district is committed to providing exciting instructional programs for DeWitt Middle School that will make the 2009 school year more successful. Some of these programs include the following:

- ❖ Providing after school tutoring by teachers
- ❖ Providing Pinnacle computer based grading and parent communication programs
- ❖ Utilizing research-based literacy and math instructional strategies across the curriculum
- ❖ Providing appropriate, scientifically research-based professional development for all relevant staff on instructional strategies
- ❖ Providing A+ and CEI labs for remediation in literacy and math
- ❖ Implementing Target Testing in literacy and math
- ❖ Providing help for parents with DeWitt Middle School Parent Facilitator, Amy Holbert

You are also very important to your child's education. We invite you to become more involved in your child's school, such as:

- ❖ Attending all parent-teacher conferences.
- ❖ Partnering with the school in developing your child's Academic Improvement Plan, if your child scored basic or below basic on state mandated Benchmarks or End of Course tests.
- ❖ Checking the computer-based program, Pinnacle, for your child's grades.
- ❖ Ensuring that your child is at school on time and ready to learn each day.

The option of having your child transfer to another public school in the district that is not in need of improvement is not available because there is only one school per grade level in the DeWitt School District.

Thank you for your continued interest in your child's education.

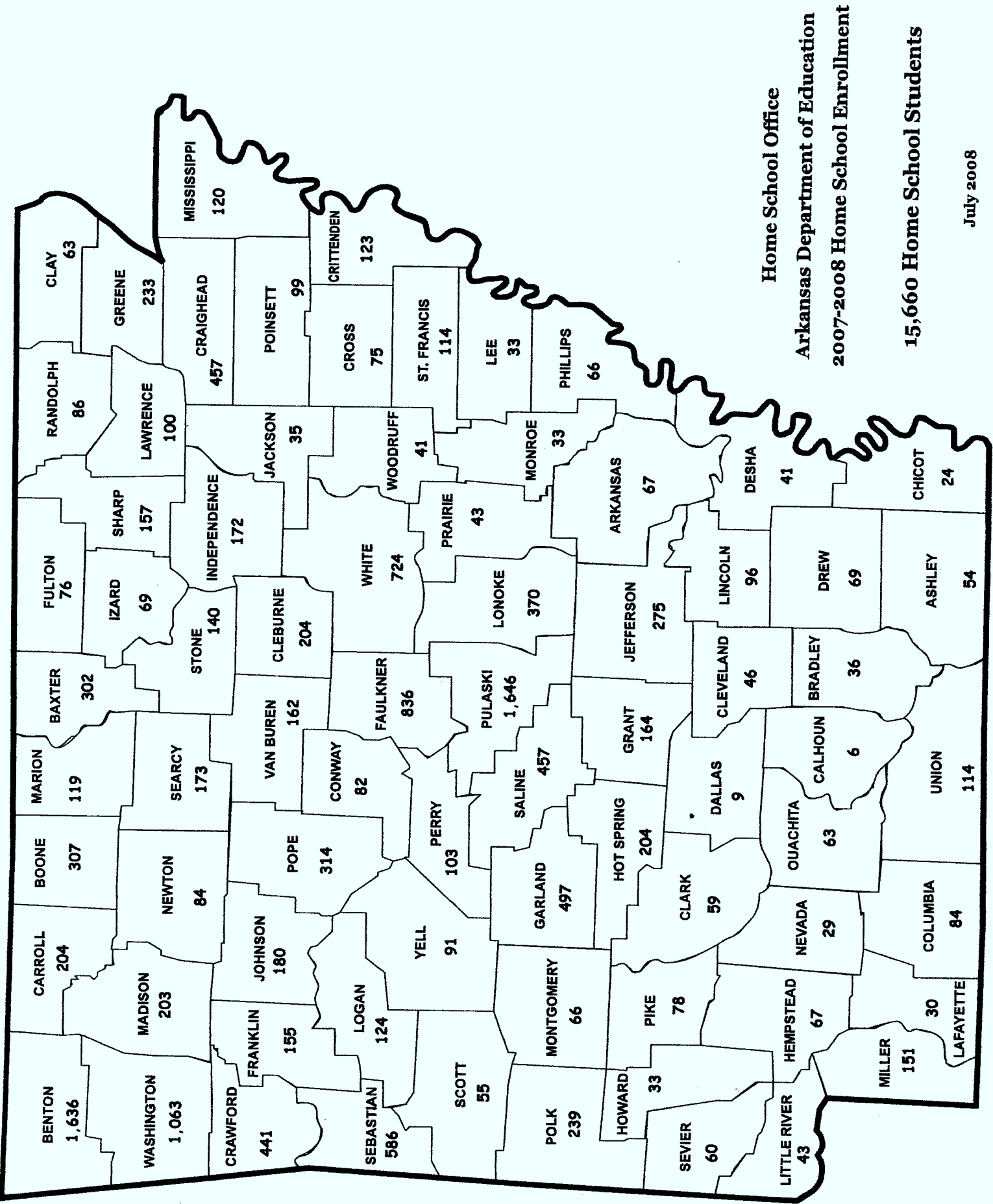
Sincerely,



Gary Wayman, Superintendent



Julie Blevins, DMS Principal



Home School Office  
Arkansas Department of Education  
2007-2008 Home School Enrollment  
15,660 Home School Students

July 2008

Application Cycle 2010

# Additional Documents Received by ADE

Gillett Heritage Academy

BLANCHE LAMBERT LINCOLN  
ARKANSAS

355 DIRKSEN SENATE OFFICE BUILDING  
TELEPHONE: (202) 224-4843

[www.senate.gov/~lincoln](http://www.senate.gov/~lincoln)

## United States Senate

WASHINGTON, DC 20510

COMMITTEES:  
AGRICULTURE, NUTRITION, AND FORESTRY  
ENERGY AND NATURAL RESOURCES  
FINANCE  
SPECIAL COMMITTEE ON AGING

August 15, 2009

State Board Office  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Sir:

It is my pleasure to write in support of the Gillett Heritage Academy's application to be named a chartered school.

The citizens of Gillett take great pride in education and firmly believe that a charter school will enhance educational opportunities for young people in the area. The charter school promises high academic standards, smaller class sizes and innovative educational approaches.

I know you will give the Gillett Heritage Academy application every consideration and I hope you will not hesitate to contact me or my assistant, Raymond Frazier, at 870-382-1023 if you need additional information.

Sincerely,



Blanche L. Lincoln

BLL/rf

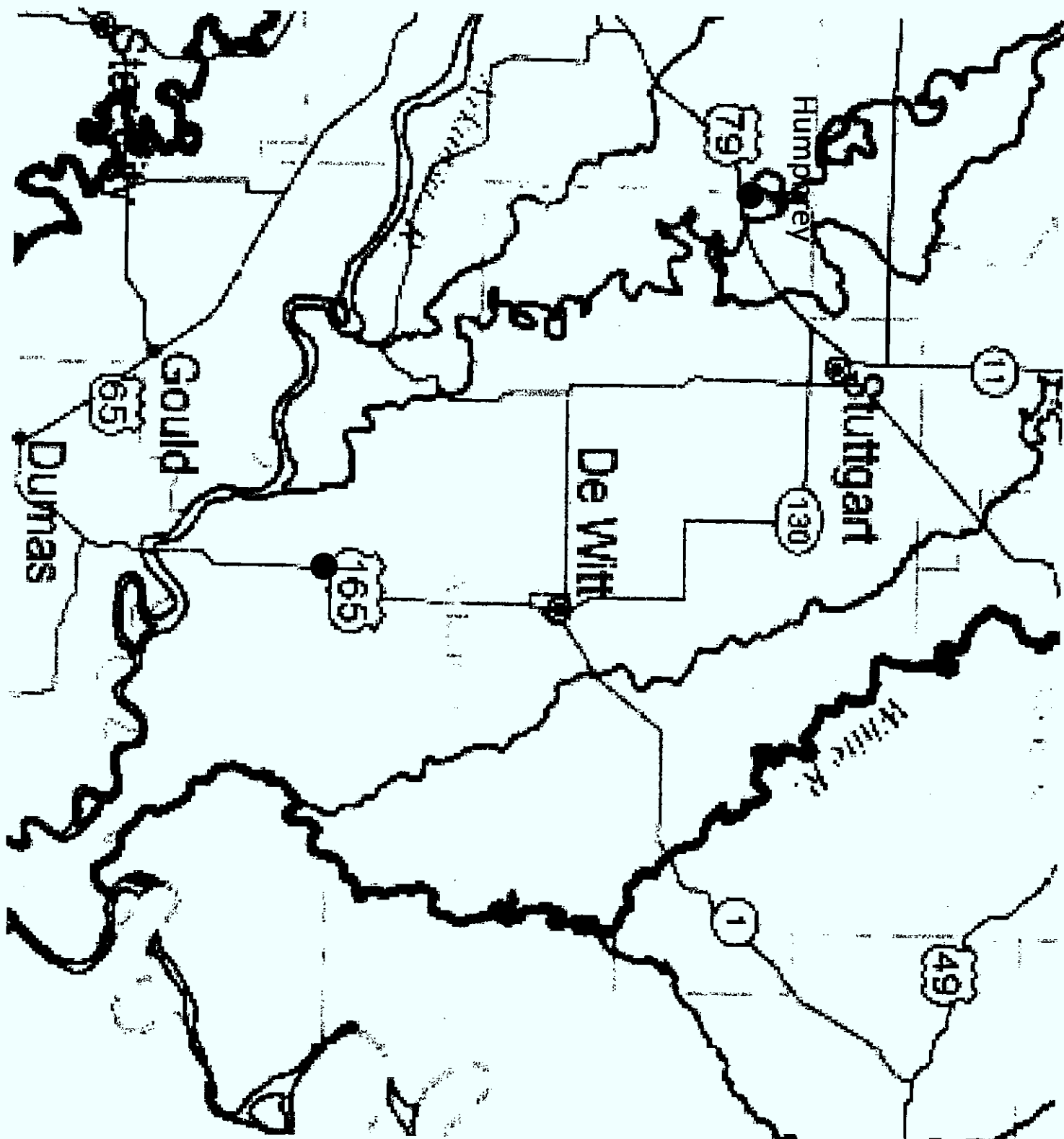


# **Gillett Civic Group Presents**

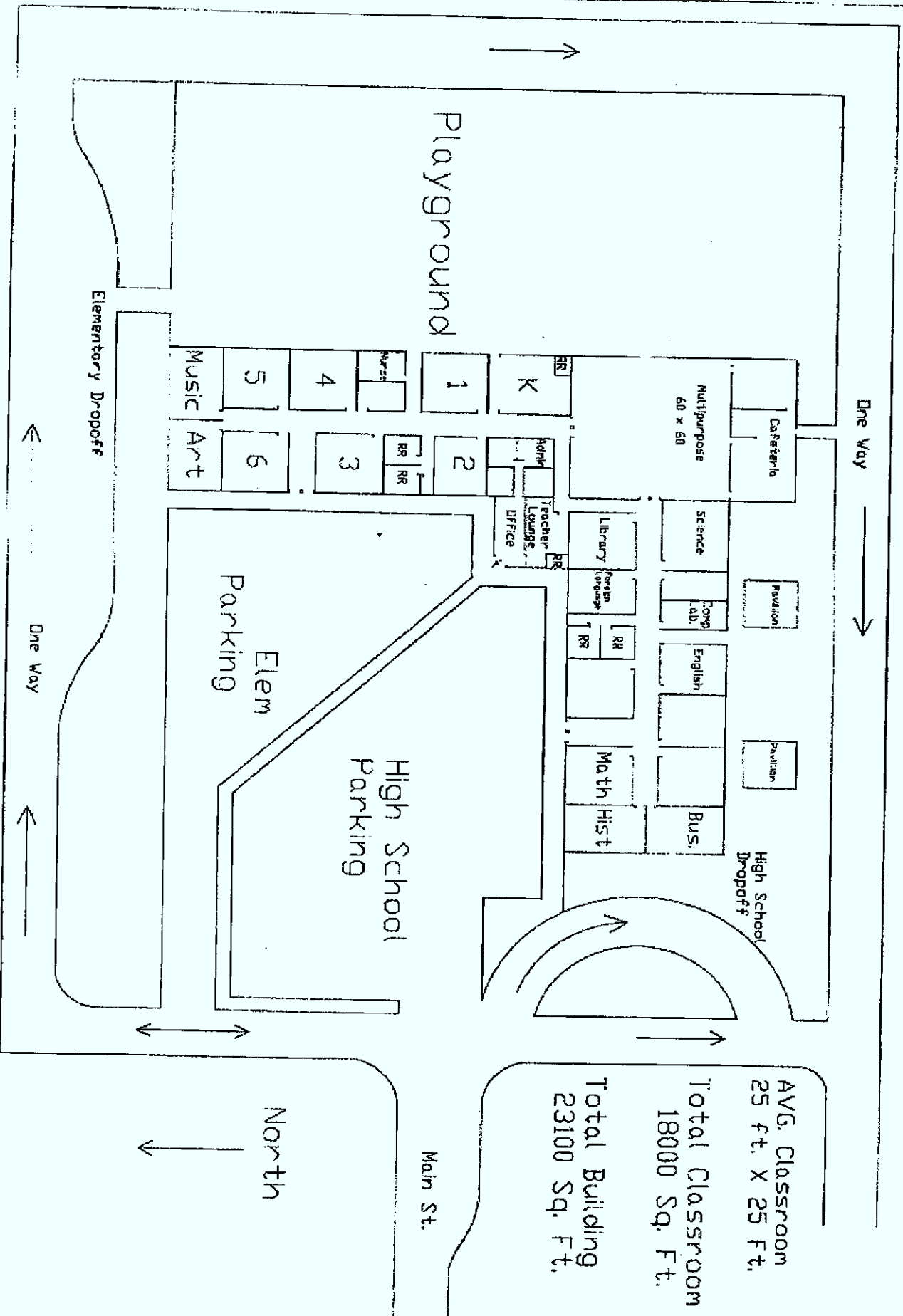
*Gillett Heritage Academy*

*Open Enrollment*

*Charter School*



# Gillett Heritage Academy



# Area Need

| Statistics                                             | Stuttgart District | Park Avenue Elementary | Meekins Middle School     | Stuttgart Junior High     |
|--------------------------------------------------------|--------------------|------------------------|---------------------------|---------------------------|
| Grade Range                                            | K-12               | K-4                    | 6-8                       | 7-8                       |
| Total Enrollment                                       | 615                | 656                    | 204                       | 313                       |
| District % of Students Eligible for Free/Reduced Meals | 61.5               | 68                     | 64                        | 60                        |
| State % of Students Eligible for Free/Reduced Meals    | 63.69              | 64.2                   | 54.2                      | 64.2                      |
| No. of Schools Accredited                              | 4                  | No                     | No                        | No                        |
| No. of Schools Accredited-Cited                        | 0                  | No                     | No                        | No                        |
| No. of Schools Accredited-Probation                    | 0                  | No                     | No                        | No                        |
| 2005 AYP Status                                        | Alert              | Alert                  | School Improvement-Year 1 | Alert                     |
| 2006 AYP Status                                        |                    | Meets Standards        | School Improvement-Year 1 |                           |
| 2007 AYP Status                                        |                    | Alert                  | School Improvement-Year 1 | Alert                     |
| 2008 AYP Status                                        | Meets Standards    | Meets Standards        | School Improvement-Year 2 | School Improvement-Year 1 |

## School Improvement Status by District and Campus Levels

| Dewitt SD AYP MS                 | Elementary (ALERT)<br>▶ Math ALERT<br>▶ Literacy ALERT | Middle School (SI_3)<br>▶ Math ALERT<br>▶ Literacy SI_4 | High School (ALERT)<br>▶ Math MS<br>▶ Literacy     |                                                      |
|----------------------------------|--------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------|------------------------------------------------------|
| Dewitt SD Gilbert Campus AYP-MS  | Elementary (MS)<br>▶ Math MS<br>▶ Literacy MS          | High School (MS)<br>▶ Math MS<br>▶ Literacy MS          | Alert                                              |                                                      |
| Dewitt SD Humphrey Campus AYP-MS | Elementary (MS)<br>▶ Math MS<br>▶ Literacy MS          |                                                         |                                                    |                                                      |
| Dumas SD AYP-Alert               | Elementary (ALERT)<br>▶ Math MS<br>▶ Literacy (ALERT)  | Elementary (SI_2)<br>▶ Math SI_4<br>▶ Literacy SI_3     | Junior High MS<br>▶ Math ALERT<br>▶ Literacy       | High School (SI_4)<br>▶ Math SI_4<br>▶ Literacy SI_3 |
| Stuttgart SD AYP-MS              | Elementary (MS)<br>▶ Math MS<br>▶ Literacy MS          | Middle School (SI_2)<br>▶ Math MS<br>▶ Literacy SI_2    | Junior High (SI_1)<br>▶ Math MS<br>▶ Literacy SI_1 | High School (SI_2)<br>▶ Math MS<br>▶ Literacy SI_2   |

**DEWITT SCHOOL DISTRICT**

**DES**

**2004 AYP MEETS STANDARDS**

**DMS**

**2004 AYP MEETS STANDARDS**

**DHS**

**2004 AYP ALERT**

**2009 ACHIEVING**

**2009 WHOLE SCHOOL INTENSIVE IMPROV Y 4**

**2009 WHOLE SCHOOL IMPROVEMENT YEAR 1**

# Educational Plan

- Holistic education
- “Hands On” learning
- Direct whole-class instruction
- Indirect whole-class instruction
- Instruction incorporating various learning modalities
- Instruction adapted to multiple intelligences
- Teacher-directed small group instruction
- One-on-one teacher instruction
- Cooperative learning
- Peer tutoring
- Computer activities

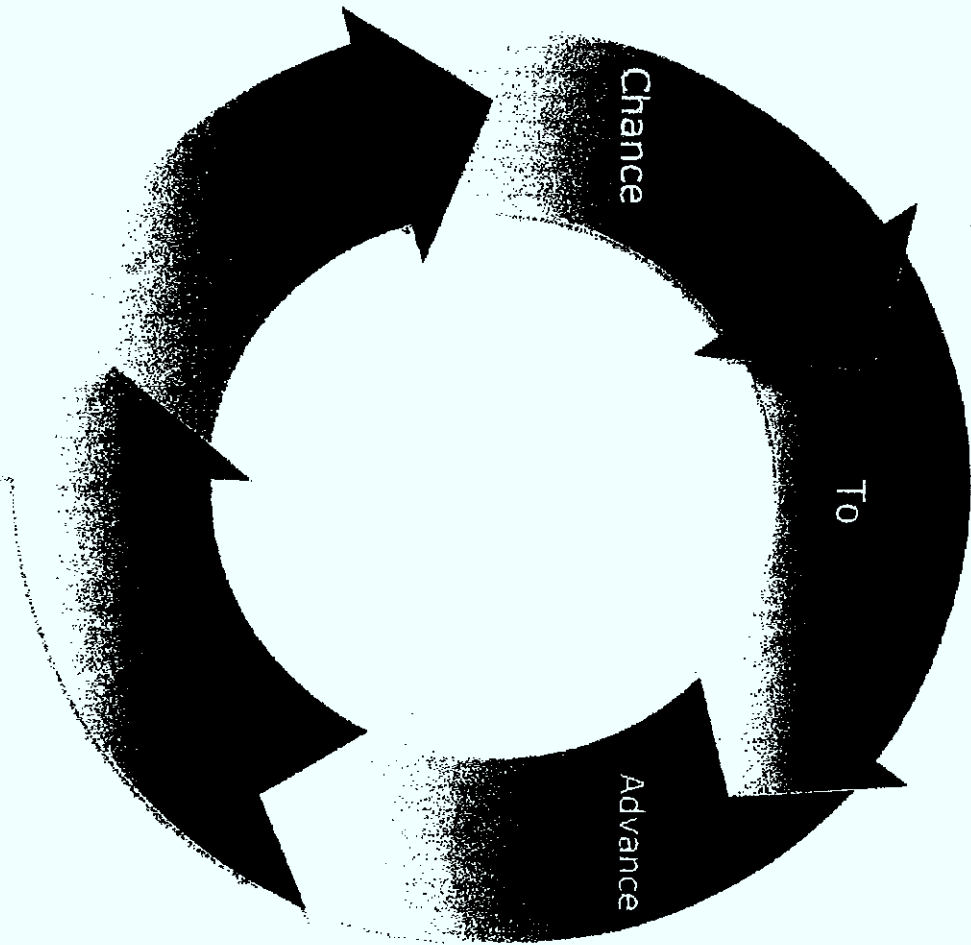


## Educational Plan (cont.)

- Educational and motivational field lessons
- Whole body multi-sensory instruction such as raps, songs, chants, and dances
- Phonetic-based instruction
- Balanced literary instruction
- Project-based learning
- Discovery learning
- Call and response
- Role-playing

# Plan

- 1) More time on tasks. All extra-curricular activities will be held after the school day is complete. Therefore, the entire day will be used to concentrate on student achievements.
- 2) Longer school day. The school day will begin and 7:30 A.M. and will conclude at 4:00 P.M. The last hour of each day will be spent remediating each student to ensure proficiency and mastery of core subjects.
- 3) Every student will have an improvement plan. The ACSIP will be written to show that all students will be given a plan that will help them see and understand their weaknesses and what must be done to strengthen them in these areas.
- 4) The school computer lab will be open for students and parents to use until 7 p.m.
- 5) Wide range of educational opportunities. Students will begin in kindergarten learning foreign languages. Spanish will be taught every year, as well as opportunities to learn Latin, Mandarin Chinese, French and other languages.



*Committed to Academic Excellence!*

Application Cycle 2010

# ADE Hearing Letter

e-BLAST Academy



# ARKANSAS DEPARTMENT OF EDUCATION

October 23, 2009

**Dr. Tom W. Kimbrell**  
*Commissioner*

Mr. James Welch  
306 Walnut  
McNeil, AR 71752

**State Board  
of Education**

**Dr. Naccaman Williams**  
*Springdale*  
**Chair**

Re: Notice of Appeal/State Board Meeting  
eBLAST Academy

Jim Cooper  
*Melbourne*  
**Vice Chair**

Dear Charter Applicant and Affected School District:

Sherry Burrow  
*Jonesboro*

Your request for a hearing in front of the State Board of Education (State Board) concerning the disapproval of your charter application by the Stephens School District will occur at the State Board's meeting of November 10, 2009. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.

Brenda Gullett  
*Fayetteville*

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

Sam Ledbetter  
*Little Rock*

Alice Mahony  
*El Dorado*

Dr. Ben Mays  
*Clinton*

I have also enclosed with this letter a copy of the hearing procedures that will be used by the State Board concerning the consideration of your open-enrollment charter application and appeal.

Toyce Newton  
*Crossett*

For charter applicants, no additional information will be allowed to be submitted to the State Board beyond what has already been submitted to the Department as part of your application. Should you wish to make electronic presentations and/or present copies of already submitted information to the State Board, hard copies of such materials must be received in my office no later than 2:00 p.m. on October 29, 2009. Items may be faxed to my office at (501) 682-4249.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Dr. Charles Watson, State Board liaison, at (501) 682-4247.

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

Sincerely,

Tripp Walter  
Interim General Counsel

TW/slr

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

cc: Dr. Mary Ann Brown, Charter Schools Unit Leader  
Dr. Charles Watson, State Board Office  
Superintendent Portia Jones, Stephens School District  
School Board President Maurice Porchia, Stephens School District



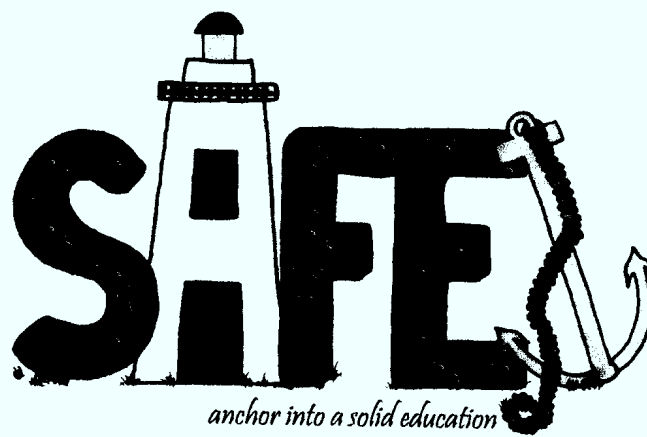
**ARKANSAS STATE BOARD OF EDUCATION  
POLICY AND PROCEDURES FOR HEARING  
CHARTER SCHOOL APPLICATIONS AND APPEALS**

- 1.) Representatives of the school boards in which the proposed charter school will be located, and of other school boards which are likely to be affected by the proposed charter school, shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school to the State Board. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 2.) Following the presentation by the representatives of the school boards, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time if requested, at his/her discretion.
- 3.) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.
- 4.) The State Board may, at its sole discretion, issue a final decision at the hearing regarding the application or appeal, or take the matter under advisement until a future scheduled board meeting before issuing its final decision.

Application Cycle 2010

# Appeal Letter

e-BLAST Academy



Arkansas Department of Education

Charter School Office

Four Capitol Mall, Room 105-C

Little Rock, AR 72201

October 19, 2009

Upon notification from Portia Jones Superintendent of Stephens School District, that the district has chosen to deny support of a public charter school in Columbia County, South Arkansas Foundation on Education formally requests to go before the State Board of Education to request authorization to open eBLAST Academy which will be located in McNeil, Arkansas.

The reason this request is delayed is because the letter from the opposing school district was lost in transit and was not received until after the second week it was mailed. The only way we knew Stephens district had opposed us was because we contacted Dr. Brown, and she gave us the tracking number to locate the lost letter. Even with this we had to wait for the carrier service to produce the information we needed.

If any further information is needed feel free to contact us.

Sincerely,

James Welch, President of SAFE

306 Walnut

McNeil, Arkansas 71752

(870)562-3344

RECEIVED  
OCT 21 2009

CHARTER SCHOOL OFFICE

Application Cycle 2010

# Denial Letter(s)

e-BLAST Academy

LAW OFFICE  
**EUGENE D. BRAMBLETT**  
ATTORNEY AT LAW  
146 Washington Street  
Post Office Box 917  
Camden, Arkansas 71711-0917  
*[gbramblott@sbcglobal.net](mailto:gbramblott@sbcglobal.net)*

Telephone: (870) 836-4222

Fax: (870) 836-4442

October 12, 2009

Dr. Mary Ann Brown  
Charter School Unit Leader  
Arkansas Department of Education  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201

Re: eBlast Academy's Open-Enrollment Public Charter School Application

Dear Dr. Brown:

I represent Stephens Public Schools in connection with its disapproval of the application of eBlast Academy to establish and operate an open-enrollment public charter school in McNeil, Arkansas.

Please let me know if eBlast Academy's application has been scheduled for a hearing before the State Board of Education and, if so, please let me know if Stephens Public Schools will be given an opportunity to address the Board on this issue.

Thanks for your cooperation.

Very truly yours,

  
Eugene D. Bramblett

EDB/tr

cc: Ms. Portia Jones

RECEIVED  
OCT 15 2009

CHARTER SCHOOL OFFICE



## STEPHENS PUBLIC SCHOOLS

315 West Chert  
Stephens, AR 71764  
Member: North Central Association

RECEIVED  
SEP 30 2009

CHARTER SCHOOL OFFICE

**Portia Jones**  
Superintendent  
(870) 786-5443  
Fax (870) 786-5095

**Wendell F. Colen**  
H.S. Principal  
870-786-5442  
Fax (870) 786-5095

**Karen Garner**  
Elem. Principal  
870-786-5402  
Fax (870) 786-4145

VIA FEDERAL EXPRESS

September 28, 2009

Dr. Mary Ann Brown  
Charter School Unit Leader  
Arkansas Department of Education  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201

Re: eBlast Academy's Open-Enrollment Public Charter School Application

Dear Dr. Brown:

The Stephens School Board met on September 14, 2009 to review the application of eBlast to establish and operate an open-enrollment public charter school in McNeil, Arkansas and to determine its effect on the Stephens School District and to vote to approve or disapprove said application.

The Stephens School Board made the following findings of fact:

- That eBlast's application recites that it will begin its operations in August 2010 with 200 students K-8 from the town of McNeil, Arkansas and its immediate environs; and
- That the Stephens School District anticipates that it will have an enrollment as of October 1, 2009 of 350 or more students K-12 of which a majority of such students reside in the former McNeil School District; and
- That eBlast expects the majority of students who live in the former McNeil School District and presently attend school in the Stephens School District will elect to attend school at its facility in McNeil, Arkansas; and
- That Stephens School District will likely lose its eligibility to operate as an independent school district under Act 60 if the eBlast application is granted; and



- That the buildings on the premises of eBlast's proposed location in McNeil, Arkansas are unsafe and do not meet State standards for occupancy as a public school facility; and
- That the policies, rules and regulations adopted by the State Department of Education for open-enrollment public charter schools were not intended for and should not be used to resolve questions related to a school district whose enrollment has fallen under 350 students; and
- That the establishment of an open-enrollment public charter school in McNeil, Arkansas will likely have a segregative impact on the Stephens School District; and
- That the former McNeil School District is under a desegregation order from the United States District Court, Western District of Arkansas, El Dorado Division, which now applies to the Stephens School District; and, therefore, the State Department of Education should not approve eBlast's application without first obtaining a determination by the Federal District Court that such approval will not adversely impact desegregation of Stephens School District or school districts adjacent thereto.

Based on its review of the application and the findings of fact set forth above, the Board of the Stephens School District voted 5 to 0 to disapprove eBlast's application for open-enrollment public charter school in McNeil, Arkansas.

A copy of the Resolution adopted by the Board is enclosed. By copy of this letter, I am advising Mr. James Welch, contact person for eBlast, of the Board's decision regarding this application.

Please let me know if you have any questions or need additional information.

Sincerely,



Portia Jones, Superintendent  
Stephens School District

PJ/tr

Enclosure

cc: Mr. James Welch (certified no. 7006 2760 0003 4022 1150)

RECEIVED  
SEP 30 2009

CHARTER SCHOOL OFFICE

RESOLUTION OF THE BOARD OF EDUCATION  
OF STEPHENS SCHOOL DISTRICT

WHEREAS, eBlast has filed an application with the State Department of Education Charter School Office to establish and operate an open-enrollment public charter school in McNeil, Arkansas; and

WHEREAS, the Stephens School Board has reviewed the open-enrollment public charter school application to determine its impact on the school district; and

WHEREAS, the Stephens School Board, with respect to such application, makes the following findings of fact:

- That eBlast's application recites that it will begin its operations in August 2010 with 200 students K-8 from the town of McNeil, Arkansas and its immediate environs; and
- That the Stephens School District anticipates that it will have an enrollment as of October 1, 2009 of 350 or more students K-12 of which a majority of such students reside in the former McNeil School District; and
- That eBlast expects the majority of students who live in the former McNeil School District and presently attend school in the Stephens School District will elect to attend school at its facility in McNeil, Arkansas; and
- That Stephens School District will likely lose its eligibility to operate as an independent school district under Act 60 if the eBlast application is granted; and
- That the buildings on the premises of eBlast's proposed location in McNeil, Arkansas are unsafe and do not meet State standards for occupancy as a public school facility; and
- That the policies, rules and regulations adopted by the State Department of Education for open-enrollment public charter schools were not intended for and should not be used to resolve questions related to a school district whose enrollment has fallen under 350 students; and
- That the establishment of an open-enrollment public charter school in McNeil, Arkansas will likely have a segregative impact on the Stephens School District; and
- That the former McNeil School District is under a desegregation order from the United States District Court, Western District of Arkansas, El Dorado Division,

# MAGNOLIA PUBLIC SCHOOLS

1403 High School Drive  
P. O. Box 649  
Magnolia, Arkansas 71754-0649

Dr. John Moore  
Superintendent of Schools

(870) 234-4933 • Fax (870) 234-7385  
Email: [jmoore@magnoliaschools.net](mailto:jmoore@magnoliaschools.net)

October 6, 2009

Dr. Mary Ann Brown  
Arkansas Department of Education  
Public Charter School Office  
Four Capitol Mall  
Little Rock, AR 72201

Dear Dr. Brown:

On October 5, 2009, the Magnolia Board of Trustees voted 5-0 to oppose the approval of the eBlast Academy to be located in McNeil, Arkansas. The reasons listed below explain our opposition to this Charter School.

The physical location of this proposed Charter School is of great concern. We understand that the proposed location of this Charter School is to be in the old McNeil School. That facility was in serious disrepair when McNeil was operating as a public school. There seems to have been no upgrading of that facility. Personal observations of this facility have been made within the last week and only a facility in disrepair could be observed.

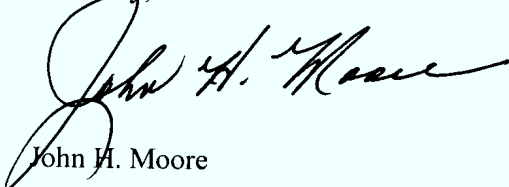
The children most likely to be served by the eBlast Academy will be from the immediate geographical area surrounding the proposed Charter School. The majority of the children's families will qualify as lower socio economic. These children need a positive learning environment in which to attend school. A facility in disrepair is unacceptable for children to endure while attempting to excel academically.

Our second concern about the eBlast Academy is the limited curriculum that is described in their application which is to be available to the children. Children should have strong academic instruction; however, instructions in the Fine Arts are just as important. All educators know the importance of Fine Arts instruction and children from a limited socio economic background tend to have a greater deficit in Fine Arts. Little explanation of Fine Arts curriculum was provided in the eBlast application. This limited curriculum will place the children who might attend this academy at a distinct disadvantage.

The approval of the eBlast Academy will most likely cause the Stephens School District to drop below 350. Is it the purpose of charter schools to cause a school district to close?

Please feel free to contact us if you have a question.

Sincerely,



John H. Moore

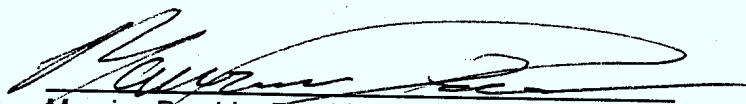
ps

RECEIVED  
OCT 08 2009

CHARTER SCHOOL OFFICE

which now applies to the Stephens School District; and, therefore, the State Department of Education should not approve eBlast's application without first obtaining a determination by the Federal District Court that such approval will not adversely impact desegregation of Stephens School District or school districts adjacent thereto.

NOW, THEREFORE, BE IT RESOLVED that the Board of the Stephens School District, by a vote of 5 to 0, disapproves the application of eBlast to establish and operate an open-enrollment public charter school in McNeil, Arkansas and directs its Superintendent to provide notice thereof to the State Department of Education Charter School Office and the appropriate representative of eBlast as required under the applicable rules and regulations adopted by the Arkansas Department of Education.



Maurice Porchia, President  
Stephens School District Board of Education

#### CERTIFICATION

I, James Cross, Secretary of the Board of Education of Stephens School District in Ouachita County, Arkansas hereby certify that the above and foregoing resolution was considered and adopted by said Board at its regular meeting of September 14, 2009.



James Cross, Secretary  
Stephens School District Board of Education

# ***CAMDEN FAIRVIEW PUBLIC SCHOOLS***

OFFICE OF THE SUPERINTENDENT

625 Clifton

Camden, Arkansas 71701

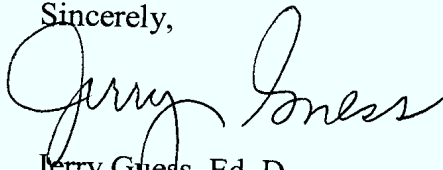
September 30, 2009

Dr. Mary Ann Brown  
Charter School Unit Leader  
Arkansas Department of Education  
Four Capitol Mall, Room 105-C  
Little Rock, Arkansas 72201

Dear Dr. Brown:

This letter will certify that on September 29, 2009, I caused copies of the attached letter and board resolution to be mailed certified mail, postage prepaid, to James Welch at 306 Walnut Street, McNeil, AR 71752. This will also certify that I caused the same documents to be hand delivered to you today.

Sincerely,



Jerry Guess, Ed. D.  
Superintendent

RECEIVED  
SEP 30 2009

CHARTER SCHOOL OFFICE

*An Equal Opportunity Employer*

# ***CAMDEN FAIRVIEW PUBLIC SCHOOLS***

OFFICE OF THE SUPERINTENDENT

625 Clifton

Camden, Arkansas 71701

September 29, 2009

Dr. Mary Ann Brown  
Charter School Unit Leader  
Arkansas Department of Education  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201

Re: eBlast Academy's Open-Enrollment Public Charter School Application

Dear Dr. Brown:

The Camden Fairview School Board met on September 29, 2009 to review the application of eBlast to establish and operate an open-enrollment public charter school in McNeil, Arkansas and to determine its effect on the Camden Fairview School District and to vote on its position regarding said application.

The Camden Fairview School Board made the following findings and conclusions:

1. Camden Fairview School District shares a long common boundary with Stephens School District. The proposed eBlast charter school is within the geographic confines of the Stephens district. Therefore, CFSD is within the same geographical area as the proposed charter school.
2. Students from the existing CFSD are likely to be drawn to the McNeil charter school.
3. CFSD submits it is certain Stephens' enrollment will fall below the Act 60 threshold of 350 if the eBlast application is granted. See Act 60 of 2003; A.C.A. §§ 6-13-1603, 1604. CFSD submits this sub-350 enrollment conclusion is equally certain if the application is denied in light of recent demographic trends in Stephens.
4. Act 60 establishes the procedure and rules for the State dealing with small school districts falling under the 350 enrollment threshold. The policies, rules, and regulations for public open enrollment charter schools were not intended for, and should not be used, to either create, or resolve questions related to, sub-350 enrollment school districts. The eBlast application



should be denied for this reason.

5. CFSD submits that a highly probable result of there no longer being a Stephens School District under Act 60 would be the division of its territory, *i.e.*, the former McNeil School District and the former Stephens School District, between Magnolia School District and CFSD. The most logical division, and hence most likely division, of that territory would be that the former McNeil district would be absorbed into Magnolia while the former Stephens district would be absorbed by CFSD. We respectfully submit that under this likely scenario reasonable men could not differ on the conclusion that students from CFSD would likely be drawn to the eBlast charter.
6. The former McNeil School District is under a desegregation order from the U. S. District Court, Western District of Arkansas, El Dorado Division. This order now applies to Stephens as the successor to all McNeil's property and obligations. Previous rulings of the State Board of Education have required court approval in the form of a finding that the school district boundary modification in question would not have an adverse impact on the desegregation of the district or districts in question. The eBlast application should not be approved without a determination that it will not adversely impact desegregation; which determination has historically been referred to the federal court by the State Board of Education.
7. The granting of the eBlast application will have an adverse impact on the desegregation of the Stephens, CFSD, and Magnolia districts.
8. The curriculum offering described in the application is inferior to that available in other area schools, namely Magnolia School District and CFSD.
9. The facilities described in the application for the proposed charter are inadequate and unsafe for use as a school.
10. The eBlast application is fatally deficient because the applicant did not serve a copy of the application on, or otherwise give actual notice of the application to, CFSD, "a public school district in which enrollment is likely to be affected", as required by Section 8.04 of the ADE Rules and Regulations pertaining to applications for open-enrollment public charter schools.

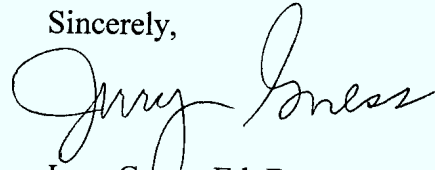
Based on its review of the application and the findings and conclusions set forth above, the Camden Fairview Board voted 5 to 1 to oppose, and ask the State Board to disapprove, the eBlast application for an open-enrollment public charter school in McNeil, Arkansas.

A copy of the Resolution adopted by the Board is enclosed. By copy of this letter, I am

advising Mr. James Welch, contact person for eBlast, of the Board's decision regarding this application.

Please let me know if you have any questions or need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Guess". The signature is fluid and cursive, with the first name "Jerry" being more prominent than the last name "Guess".

Jerry Guess, Ed. D.  
Camden Fairview School District

cc: Mr. James Welch

**CERTIFIED COPY OF THE RESOLUTION OF THE BOARD OF EDUCATION OF  
CAMDEN FAIRVIEW SCHOOL DISTRICT NO. 16 OF OUACHITA COUNTY  
ADOPTED AT THE BOARD'S SPECIAL MEETING  
OF SEPTEMBER 29, 2009**

WHEREAS, the Board of Education of Camden Fairview School District (school board and CFSD) met in special session on September 29, 2009, at 12:00 p.m. in Garrison Auditorium in Camden, Arkansas; and,

WHEREAS, eBlast has filed an application with the State Department of Education Charter School Office to establish and operate an open-enrollment public charter school in McNeil, Arkansas; and

WHEREAS, the Camden Fairview School Board has reviewed the open-enrollment public charter school application to determine its impact on CFSD; and

WHEREAS, the Camden Fairview School Board, with respect to such application, makes the following findings and conclusions:

1. Camden Fairview School District shares a long common boundary with Stephens School District. The proposed eBlast charter school is within the geographic confines of the Stephens district. Therefore, CFSD is within the same geographical area as the proposed charter school.
2. Students from the existing CFSD are likely to be drawn to the McNeil charter school.
3. CFSD submits it is certain Stephens' enrollment will fall below the Act 60 threshold of 350 if the eBlast application is granted. See Act 60 of 2003; A.C.A. §§ 6-13-1603, 1604. CFSD submits this sub-350 enrollment conclusion is equally certain if the application is denied in light of recent demographic trends in Stephens.
4. Act 60 establishes the procedure and rules for the State dealing with small school districts falling under the 350 enrollment threshold. The policies, rules, and regulations for public open enrollment charter schools were not intended for, and should not be used, to either create, or resolve questions related to, sub-350 enrollment school districts. The eBlast application should be denied for this reason.

5. CFSD submits that a highly probable result of there no longer being a Stephens School District under Act 60 would be the division of its territory, *i.e.*, the former McNeil School District and the former Stephens School District, between Magnolia School District and CFSD. The most logical division, and hence most likely division, of that territory would be that the former McNeil district would be absorbed into Magnolia while the former Stephens district would be absorbed by CFSD. We respectfully submit that under this likely scenario reasonable men could not differ on the conclusion that students from CFSD would likely be drawn to the eBlast charter.
6. The former McNeil School District is under a desegregation order from the U. S. District Court, Western District of Arkansas, El Dorado Division. This order now applies to Stephens as the successor to all McNeil's property and obligations. Previous rulings of the State Board of Education have required court approval in the form of a finding that the school district boundary modification in question would not have an adverse impact on the desegregation of the district or districts in question. The eBlast application should not be approved without a determination that it will not adversely impact desegregation; which determination has historically been referred to the federal court by the State Board of Education.
7. The granting of the eBlast application will have an adverse impact on the desegregation of the Stephens, CFSD, and Magnolia districts.
8. The curriculum offering described in the application is inferior to that available in other area schools, namely Magnolia School District and CFSD.
9. The facilities described in the application for the proposed charter are inadequate and unsafe for use as a school.
10. The eBlast application is fatally deficient because the applicant did not serve a copy of the application on, or otherwise give actual notice of the application to, CFSD, "a public school district in which enrollment is likely to be affected", as required by Section 8.04 of the ADE Rules and Regulations pertaining to applications for open-enrollment public charter schools.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Camden Fairview School District, by a vote of 5 to 1, opposes, and asks the State Board to disapprove, the eBlast application for open-enrollment public charter school in McNeil, Arkansas, and directs its

Superintendent to provide notice thereof to the State Department of Education Charter School Office and the appropriate representative of eBlast as required under the applicable rules and regulations adopted by the Arkansas Department of Education.



Eddie R. Moore, Jr., President  
Camden Fairview School District  
Board of Education

#### **CERTIFICATION**

I, Phillip J. Foster, Vice-President and acting secretary of the Board of Education of Camden Fairview School District No. 16 of Ouachita County, Arkansas, hereby certify that the above and foregoing resolution was considered and adopted by said board at a special session on September 29, 2009.



Phillip J. Foster, Vice-President and Acting Secretary  
Camden Fairview School District  
Board of Education

Application Cycle 2010

# Letter of Intent

e-BLAST Academy



Dr. Mary Ann Brown  
Arkansas Department of Education  
Public Charter School Office  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201  
May 31, 2009

RECEIVED  
JUN 03 2009  
CHARTER SCHOOL OFFICE

Dear Dr. Brown:

In accordance with the 2009 Application for an Open Enrollment Public School Charter, please accept our letter of intent to submit an application for eBLAST Academy to be located in McNeil, Arkansas.

*Eligible Entity:* **SAFE** (South Arkansas Foundation for Education), an organization that is nonsectarian in its programs and operations, and will be exempt from taxation under Section 501(c 3) of the Internal Revenue Code.

*Eligible Entity Status:* **Pending Final Approval**

*Name of Proposed Charter School:* **eBLAST Academy**

*Grades:* **K-8**

*Location:* The school will be open to all children in Columbia County area. We will focus our recruitment efforts in the McNeil/Waldo/Magnolia area.

The purpose of the charter school will be to prepare elementary school through middle school students to excel in high school, college, and beyond by providing a high-quality early childhood education, ensuring student mastery of the core subjects, and developing the key behaviors required for educational and personal success. We believe that a great foundation is the first step in a great education.

We will fulfill this mission by providing:

- Rigorous academic curriculum that focuses on high level literacy (reading and writing), mathematics, and technological skills.
- Classroom instruction and student support that effectively remediate weaknesses and accelerates the learning of all students making sure that No Student is Left Behind.
- Practiced and proven teachers' professional development programs that will allow us to effectively build and maintain a results driven curriculum and achievement oriented school culture.
- Meaningful parent involvement, support and training.

We look forward to making this great opportunity work for this area, as well as working with you and your staff towards the completion of our application and the successful start of our school year.

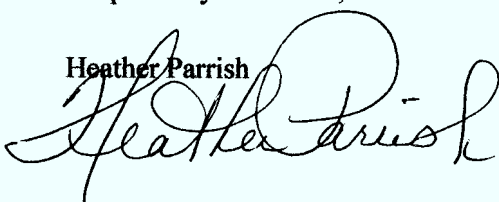
*Contact Person:* **Heather Parrish**

*Complete Mailing Address:* **SAFE, PO Box 1072, Magnolia, Arkansas 71754**

*Daytime Telephone/Fax:* **1-870-562-2345**      *Cell Phone:* **1-870-562-3344**

*Email:* **eblast09@gmail.com**

Respectfully submitted,

Heather Parrish  


Application Cycle 2010

# Application

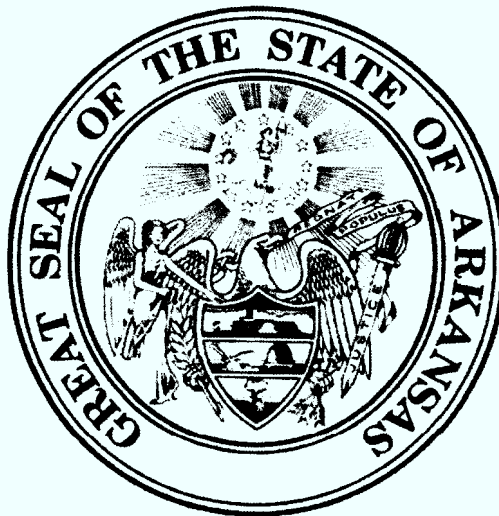
e-BLAST Academy



# ARKANSAS DEPARTMENT OF EDUCATION

## Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31, 2009



Charter School: eBLAST Academy

Date Submitted: \_\_\_\_\_

Date Approved: \_\_\_\_\_

**Arkansas Department of Education**  
Public Charter Schools Office  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201  
501.683.5313

RECEIVED  
AUG 31 2009

CHARTER SCHOOL OFFICE

## Table of Contents

|                                                |              |
|------------------------------------------------|--------------|
| General Information.....                       | 1            |
| General Description.....                       | 2            |
| Required Information.....                      | 4            |
| Public Hearing.....                            | 4            |
| Governance.....                                | 4            |
| Roles of Personnel.....                        | 8            |
| Mission Statement.....                         | 9            |
| Educational Need.....                          | 9            |
| Educational Program.....                       | 18           |
| Measurable Goals.....                          | 21           |
| Assessment of Progress.....                    | 23           |
| Curriculum Alignment Process.....              | 27           |
| Geographical Area Served.....                  | 28           |
| Performance Annual Report.....                 | 32           |
| Enrollment Criteria and Selection Process..... | 32           |
| Job Descriptions.....                          | 33           |
| Business Office.....                           | 39           |
| Annual Audit.....                              | 40           |
| Reporting Educational Data.....                | 40           |
| Facilities.....                                | 40           |
| Student Services.....                          | 42           |
| Food Services.....                             | 42           |
| Parental Involvement.....                      | 43           |
| Exemptions from Provision of Title 6.....      | 47           |
| Potential Impact on Surrounding Districts..... | 51           |
| Attachments.....                               | 1-10 at back |

**STATE BOARD OF EDUCATION  
ARKANSAS DEPARTMENT OF EDUCATION  
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

---

Name of Proposed Charter School: **eBLAST Academy** (*exploring - Business, Language, Science, and Technology*)

Grade Levels for the School: K-8

Proposed Initial Enrollment: 200

Name of Sponsoring Entity: South Arkansas Foundation on Education (S.A.F.E.)

The applicant is an "eligible entity" under the following category:

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or

☒ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students. (Attachment 1)

Name of Contact Person: James Welch

Address: 306 Walnut

City: McNeil

ZIP: 71752

Daytime Phone Number: (870) 562-3344 FAX: (870) 562-2345

E-mail: [eblast09@gmail.com](mailto:eblast09@gmail.com)

Website: [www.eblastacademy.com](http://www.eblastacademy.com)

Charter Site Address: 306 Walnut  
City: McNeil  
ZIP: 71752

Date of Proposed Opening: August 11, 2010 (first day for students)

Chief Operating Officer of Proposed Charter: Heather Parrish

Title: Executive Director

Address: 306 Walnut

City: McNeil

ZIP Code: 71752

Daytime Telephone Number: (870) 562-3344

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

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

374 (Total District Enrollment)

List the school districts from which students are expected to come.

Stephens School District

Magnolia School District

Nevada School District

Emerson-Taylor School District

## **B. GENERAL DESCRIPTION**

---

eBLAST Academy will open in August, 2010, with 200 students enrolled in grades K-8. The proposed open enrollment charter school will be located in the old school building in the small rural town of McNeil, Arkansas, in Columbia County. The school is located at 306 Walnut on four acres of land. The building area is just over 12,000 square feet. It will be an open enrollment public charter school for all students who are willing to sign a “charter” that they want to achieve success in life. Our aim is to serve socio-economically disadvantaged students in the area. We expect the school to mirror the demographics of McNeil. The school will primarily serve students in McNeil, but any student eligible to attend public school in Arkansas may enroll. eBLAST Academy will apply to become a member of the Arkansas Public School Resource Center for assistance in various functions. We will be dedicated to creating new, high quality public school choices for families in southwest Arkansas and especially suited for socioeconomically and educationally disadvantaged students. The school would like to maintain the option to expand to K-12 if feasible, with a cap of 450 students.

eBLAST Academy will participate in an intensive remedial and proficiency program. The attributes of this program express the values inherent to our vision and continuum of local and global education. Our motto is “Here to Achieve,” and the plan is broken down in three steps, of which we will take part in two of these in the beginning, with the possibility to expand to the third level in the future. Our goal is to build a strong foundation in the primary years (elementary school) and then build educational structures in middle years (middle school), which will prepare all of our students for high school and college entrance. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. Our concept of an educational continuum and of a coherent, broad-based curriculum will give the students in the McNeil area a choice for a great future. With the educational frameworks that eBLAST intends to use, teachers, students and parents will be able to draw confidently on a recognizable common educational framework, a consistent structure of aims and values and an overarching concept of how to develop local and global stability. A holistic learner profile will be at the heart of this common framework, as a clear and concise statement of the aims and values, and an embodiment of what is meant by eBLAST—Exploring business, languages, arts, science and technology.

eBLAST Academy will promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge by focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and the global concept of education. We will promote the principle of educating the



whole person for a life of active, responsible citizenship. Underlying our vision is the concept of education of the whole person as a lifelong process, and stimulating the whole person as a lifelong learner. We, the students, and the parents are “Here to Achieve.” We are committed to:

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.
- Integrate technical and academic education to prepare students for high school and post-secondary education in math, science and liberal arts fields.
- Increase the number of socially, economically, and educationally disadvantaged students in math and literacy who will succeed in high school and post-secondary education.
- Promote students who will be thoughtful, engaged and productive citizens.

eBLAST Academy will promote the following educational foundations and essential characteristics:

### **High School/College Focus**

The school will prepare students for success in high school and then on to college. According to the statistics (charts on page 12), many of the socioeconomically and educationally disadvantaged students in the area begin to lose sight of their goals from fifth to eighth grade. Beginning as early as Kindergarten, students will learn about strategic planning for high school and decisive college choices, along with the importance of an overall education. eBLAST will strive to build the skills, character and knowledge necessary to get them there. The eighth grade will participate in the Explorer program which will prepare them for standard or higher entry level in college.

### **Standards-Driven, Research-Based, and Monitored Programs:**

eBLAST Academy is anchored in grade level mastery objectives, state standards and frameworks which define what the students should know and be able to work proficiently at each particular grade level. High quality research based curricular programs, including DIBELS (IDEL), NWEA, Renaissance Math, FOSS, Pearson Core Knowledge, and TESA will provide the foundation for instruction and enable students to meet ADE learning standards and benchmarks. To ensure that every child masters the work necessary to prepare them for high school and college, eBLAST will provide more time on task.

Effective schools use assessment to determine individual students needs, measure progress, and build a culture of achievement. Through the use of varied standardized and curricular assessments, teachers will be well informed on the instructional priorities of each student.

### **Professional Development**

The education program is only as good as the teachers teaching it and those who oversee its structure. We will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members, including a minimum of 12 professional development days each year. We place great value on a hard-earned reputation for quality, for high standards and for pedagogical leadership. We will achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers. Furthermore, all new teachers will go through a rigorous program of professional development, and will be provided with a wide variety of resources and development opportunities while they are challenged to constantly reflect upon and improve their practice.

## **D. REQUIRED INFORMATION**

---

### **1. Results of Public Hearing**

We held three public hearings on June 2, July 7, and August 4, 2009, from 6:30 until approximately 8:00 P.M. The last public hearing was held on August 4 and this will be the one for which we supply more documentation. There were approximately 60 people in attendance. The meeting was presided over by the president of SAFE, James Welch, and included a presentation and invitation to join SAFE. Mr. Welch turned the meeting over to Dr. James Young who presented a power-point presentation on charter schools. There was time given for any local school districts to speak, but no one from any of the surrounding schools saw fit to attend the meetings. At the conclusion of the program a period of time was given for questions or concerns to be voiced. Most of the people in attendance had little or no idea about charter schools and expressed their appreciation for the program. The audience was asked if they felt more information was needed to make a decision regarding their support of the proposed academy, and no further information was requested. All of those in attendance signed the petition in favor of opening eBLAST Academy in McNeil. There was absolutely no one present in opposition to the proposed school. Supporting evidence concerning this hearing, including sign-up sheets and the local paper article are included as attachments (Attachments 2.a-2.m).

### **2. Documentation related to public hearing**

- A. The notice for this hearing was published in the *Banner News* on July 13, July 20, and July 27, 2009. Please see the attachments 2.h and 3 for a copy of the ad and invoice.
- B. This notice was published in 12 point font. The ad was 5.75" by 2".
- C. The last publication date of the ad was July 27, 2009, eight days before the hearing was held on Wednesday, August 4, 2009.
- D. Letters announcing the hearing were mailed on July 14, 2009 to all superintendents of the districts from which we may draw students, including all contiguous districts. These are documented in the attachments section (see attachments 4).

### **3. Governance Structure**

The school will be governed by a Board of Directors consisting of five members. The Board members were selected from interested citizens of the McNeil area by SAFE. All Board members share the vision and belief in the mission of the school and have the skills to provide oversight and direction to the school. Board member terms shall be staggered. After the initial term, each person shall serve for the shorter of a three-year term, or the remainder of a term if being filled because of a vacancy. For the first rotational term, one member will serve one year, two other members will serve two years each, and the remaining two members will serve three years each. All terms after the start-up terms will be three years in length. Each member may serve up to three consecutive terms. Each fall after school opens, all parents will be invited to a meeting. Those persons interested in serving as a parent representative on the Board shall be able to nominate themselves indicating their interest in serving on the Board and the expertise they think they will bring to the Board. S.A.F.E. will hold an election to approve or disapprove the candidates, based on all evidence presented and the answers to other reasonable questions asked of the candidates. Board members and members of S.A.F.E. will join together to elect new board members.

Included in the By-Laws are a statement of responsibilities of the Board, including the duty to monitor the implementation of the education program, policy and regulatory guidance. Also included are provisions for the formation of committees and the election of Board officers. Members of the governing board have expertise in education, community development, fundraising and school operations. Members are responsible for professional development each year to remain current on events and laws in education. The first year of service each member shall do nine hours of professional development and 6 hours each year thereafter. The following five members have been selected by SAFE as the initial board members.

**James Welch** is a committed and proven leader who knows the value of education. Welch holds a general business degree from Southern Arkansas University where he utilizes the education that he has received by serving with the Wal-Mart Corporation as a Division Support Manager. Before Welch was promoted to division manager, he served as the meat department and frozen food department manager. He has always been very active in his church, and before becoming his church youth leader and treasurer, Welch also served as the president of the Fellowship of Christian Athletes. In his spare time, Welch conducts extensive charity work for the Children's Miracle Network, and is working with eBLAST Academy and The Walton Family Foundation in seeking grant funding for the charter school.

**Nancy Cook** has served the city of McNeil for the past four year as the Office Manager for the City Offices, Water and Sewer. She has attended Philadelphia United Methodist Church all of her life where she is the Secretary and Treasurer. She is a dedicated member of the McNeil Vision Committee. She has participated extensively in numerous benefits and non-profit charity events for the city of McNeil. She has helped lead in the creation of the city's newly developed annual festival (The Festival on the Rails).

**Jodie Clark** has served as the Secretary for the South Arkansas Foundation on Education. She has extensive knowledge in technology data. Clark also completed training as a paramedic. She is the web designer for TC Ministries, a non-profit organization which she has been involved with for the last nine years. This is a non-profit organization involved in intercultural work especially in the field of schools in Africa, India, and Vietnam. Clark is not only responsible for updating the website with current information for sponsors and website visitors, but she also collects items for the organizations and makes hundreds of bags to go to students and women in other countries.

**Ricky Elmore** served in the Navy and was based in San Diego, California. During his time in the Navy he toured Hawaii and Acapulco, Gr. Mexico while completing maneuvers. After serving the Navy he worked for Pool International for 16 years where he traveled to Saudi Arabia for 3 years as a driller. Recently he retired from Weyerhaeuser Company after 23 years of service. During his time at Weyerhaeuser Co. he received several promotions to which he was the Lead Production Supervisor on his shift at retirement. He has always been an active role model within his church youth group and a very active volunteer at local Nursing Homes.

**Carl Bailey** is a dedicated and proven leader in the community. He was raised in the McNeil/Magnolia area, graduating from McNeil High School in 1954. Upon completing his education, he worked for Southwestern Electric Power Company in Shreveport, La. until

retirement. After retirement, Mr. Bailey returned to his hometown, starting his own business. Mr. Bailey owned and operated Green House Florist in Magnolia for 15 successful years, once again showing his dedication to his work and commitment to the community by providing a valuable service. Mr. Bailey is currently employed at Magnolia Blossom Florist in Magnolia where he continues to show his commitment not only to his work but his community as well.

### **Responsibilities of the Board of Directors**

The Board of Directors will consist of volunteers who have joined together for the purpose of creating and regulating a charter school. The Board is accountable for ensuring that these funds are used to operate the school in compliance with the charter, ADE and all applicable legal requirements. Additionally, the Board is legally and morally responsible to the school's students and families, the community and the government for the direction, financial health and effectiveness of the school. To carry out its responsibilities, the Board exercises the ultimate authority over the operation of the school. Members are responsible for professional development each year to remain current on events and laws in education. They will complete this through six hours of professional development each year after the initial nine hours the first year.

### **Regulation**

The Board of Directors exercises its responsibility and authority over school operations through the function of "regulatory action." They regulate the organization by making decisions on matters of fundamental importance to its overall direction. Regulatory action is the process whereby strategic oversight is established, leaders are selected, authority is delegated, organizational health is safeguarded and performance is monitored. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations.

The Board only has authority to govern as a group. By its very nature, a board is a collective work and has no existence or authority other than as a group. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent that is delegated by the Board and legally permissible.

### **Board of Directors**

The Board's governance role requires that the Board perform the following functions:

- Strategic Oversight: Through the charter application, the Board adopts and upholds eBLAST Academy mission and vision for the school.
- Operational Oversight: The Board oversees the operations of the school, while delegating day-to-day operational authority to the Director of eBLAST Academy.
- Financial Oversight: The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- Personnel: The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- Contracts: The Board, in consultation with eBLAST Academy, approves all major contracts.
- Consultant Support: Directors use their individual skills, knowledge, expertise and or community relationships to support the school.
- Community Relationships: The Directors act as advocates and representatives of the



school in creating and maintaining relationships with the community and other stakeholders.

### **Required Attributes of Directors**

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job. Directors with the following attributes will be able to work most effectively amongst themselves, and with eBLAST Academy and the school leadership, to successfully meet the challenges that the school will face.

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize high levels of academic achievement.
- Belief in eBLAST Academy school design and curriculum as the best means of accomplishing the school's mission and realizing its vision.
- Understanding of the promises contained in the school's charter.
- Understanding of the distinction between the roles and responsibilities of each person and entity involved.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Specific knowledge, experience, and/or interest in at least one element of governance for the School.
- Results orientation.
- Commitment to a partnership based on mutual trust and respect among the Board, the Director and eBLAST Academy.

### **Meetings of the Board of Directors**

Meetings of the Board shall be open to the school community and to the public to ensure members of the community are able to communicate their concerns to the Board. Staff shall be encouraged to attend Board meetings. Any person may speak at an open meeting of the Board by asking to be placed on the agenda before the meeting is to take place. The Board may restrict the length of time permitted to each speaker at a meeting, provided the time restriction is reasonable, is applied to all speakers not members of the Board, and is intended only to limit the length of the meeting. A person may present comments, feedback, suggestions, or complaints in writing to the Director. Each member shall read the document prior to the next Board meeting, assuming that the document is delivered to the Board Secretary seven days before the next meeting.

The members shall discuss any feedback regarding the governance, operations, or policy of the School. A determination shall be made by the members whether or not a change is needed at the School. To the fullest extent allowed by law, all such discussion shall take place in an open meeting.

The basic responsibilities of the governing board are to:

- Meet monthly to review finances, ensure adequate resources and management
- Determine the organization's mission and purpose
- Provide direction for the Academy

- Provide accountability of the Academy Director
- Recruit and orient new board members and assess board performance
- Ensure legal and ethical integrity and maintain accountability
- Act as final authority on hiring, disciplinary expulsions, budget approval

As the end of a Board Member's term draws near he/she may recruit interested parties to apply for an open election to be held by the member's of S.A.F.E. and the board members to fill the vacancy on the Board of Education of eBLAST Academy.

### **Roles of Personnel**

The role of the administrator of the Academy is to:

- Oversee the day to day operations
- Oversee continuity of curriculum and alignment with Arkansas curriculum frameworks with not only horizontal alignment but vertical alignment as well
- Insure compliance with State and National regulations, laws, standards, and guidelines
- Keep abreast of curriculum changes at the State level
- Intervene as needed to insure the success of the Academy
- Communicate needs of the Academy to the Board

The role of the faculty is to:

- Communicate needs to administrators and/or parents
- Challenge students with progressive curriculum and rigorous assignments
- Act as a role model
- Teach while utilizing creative and innovative techniques
- Ensure discipline within the classroom

The role of the parents is to:

- Be involved in the student's life by following the Three R's of Parent Involvement.
  1. Reviewing homework for completion
  2. Requiring punctual attendance
  3. Representing your family during Academy functions
- Communicating to the Academy needs or concerns
- Visit the Academy as wanted or needed

The role of the students is to:

- Actively engage in learning to further academic and social skills
- Demonstrate interest in all aspects of learning essential to success and involvement in the community and entrance into college
- Complete assigned work promptly each day
- Progressively show leadership as they advance through the Academy
- Continually strive to achieve the highest academic standards



#### **4. Mission Statement**

*eBLAST Academy aims to develop inquiring, knowledgeable and caring young people who desire an interactive world through intercultural understanding and respect. While preparing the elementary school through middle school students to excel in high school, college, and beyond, eBLAST Academy will ensure student mastery of the core subjects, and developing the key behaviors required for educational and personal success. We believe that a great foundation is the first step in a great education.*

- eBLAST Academy will utilize ongoing progress monitoring of individual student learning integrated into the daily lessons to, in turn, form a process of accountability for faculty and students during this data analysis. eBLAST Academy will also utilize ongoing and periodic data such as: Criterion-Referenced Tests (Benchmark and all End of Course Exams), Norm-Referenced Tests (Stanford 10, DIBELS, STAR assessment, etc)
- These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. The progress of our mission will be monitored through our ACSIP throughout the year.

#### **5. Educational Need**

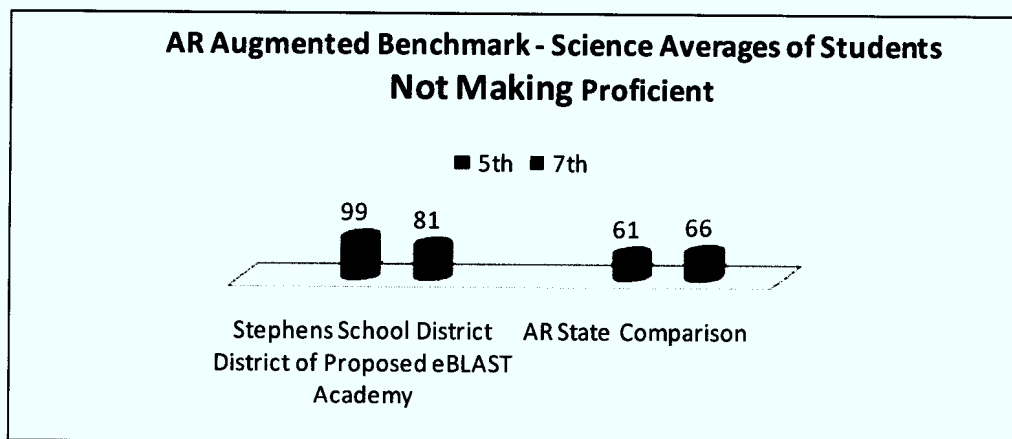
Students in the McNeil area schools are two or more years behind academically, and some have had poor school attendance records. eBLAST will be designed to help these students catch up and reach proficiency at the very least, while the goal is advanced level, by the end of their third year at eBLAST Academy. Those students who are severely educationally disadvantaged will meet and exceed adequate yearly progress (AYP) at eBLAST Academy. The students will be prepared for success in our rigorous school program that, in turn, prepares them for success in high school and college.

There is a clear need for this kind of option in the area where we propose to open eBLAST Academy. The city of McNeil is a poor rural town with the average income being \$21,186 compared to the state average of \$41,994. 58% of the population is Black and 40% is Caucasian. There are just over 200 school age children in the vicinity with the same racial proportions. Enclosed in the attachments you will find a letter from a McNeil resident who is in prison and sincerely hopes this school will begin for the sake of his children, and that they will have better leadership than he did (see attachment 5). The school will be located on the north-west side of McNeil in the old McNeil school building, and will be easily accessible for disadvantaged students. Those students who are financially disadvantaged will have support from area churches and carpools for transportation the first two years. When the funds are available eBLAST will begin a strategic bus route to make sure all students in the area have a chance to attend. The chart below demonstrates the need for remediation and the severity of the problem in this area of the state.

### School Improvement Status by District and Campus Levels

|                                             |                                                                                                                               |                                                                                                              |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Stephens SD</b><br><b>AYP ~ SI_1</b>     | Elementary (SI_4)<br>➤ Math SI_4<br>➤ Literacy ALERT                                                                          | High School (SI_4)<br>➤ Math SI_1<br>➤ Literacy SI_5                                                         |
| <b>Nevada SD</b><br><b>AYP ~ MS</b>         | Elementary (ALERT)<br>➤ Math Meets Standards<br>➤ Literacy ALERT                                                              | High School (SI_2)<br>➤ Math SI_2<br>➤ Literacy Meets Standards                                              |
| <b>Emerson-Taylor SD</b><br><b>AYP ~ MS</b> | Elementary (MS) {Emerson}<br>➤ Math MS<br>➤ Literacy MS                                                                       | High School (MS) {Emerson}<br>➤ Math MS<br>➤ Literacy ALERT                                                  |
| <b>Emerson-Taylor SD</b><br><b>AYP ~ MS</b> | Elementary (MS) {Taylor}<br>➤ Math MS<br>➤ Literacy MS                                                                        | High School (MS) {Taylor}<br>➤ Math MS<br>➤ Literacy MS                                                      |
| <b>Magnolia SD</b><br><b>AYP ~ SI_1</b>     | East Side Elementary (SI_1)<br>➤ Math ALERT<br>➤ Literacy SI_2<br>Central Elementary (SI_2)<br>➤ Math SI_5<br>➤ Literacy SI_5 | Junior High (SI_1)<br>➤ Math SI_4<br>➤ Literacy SI_2<br>High School (SI_1)<br>➤ Math SI_2<br>➤ Literacy SI_5 |

The need for another public school choice is underscored by academic and non-academic results from the McNeil area. According to statistics only 74.6% of the population of Stephens have a high school education, and only 67.8% of the population of McNeil, have a high school education. It is very apparent by these staggering figures that the education system in the proposed eBLAST Academy area is significantly failing. Below are charts to show the Arkansas Augmented Benchmark Averages for the District in which eBLAST Academy is proposed to locate as compared to the State in Science, Math, and Literacy. Across the board science education has become a field of education overlooked and under-taught, impacted especially by the fact of teacher shortages in this area in recent years. With this acknowledged, it is no surprise that the major educational deficit lies in the science programs. Notice below the State had averages from 61% to 66% under Proficient, while the Stephens School District had 99% to 81% under Proficient.



For many years Literacy has been the forefront of the education system leaving math and science in the background. The trend does not only seem to be for science and math, it is evidenced by the data that certain groups are also left in the background. Particularly black males in the middle school years are not achieving success in many of the subjects mandated by the State Department.

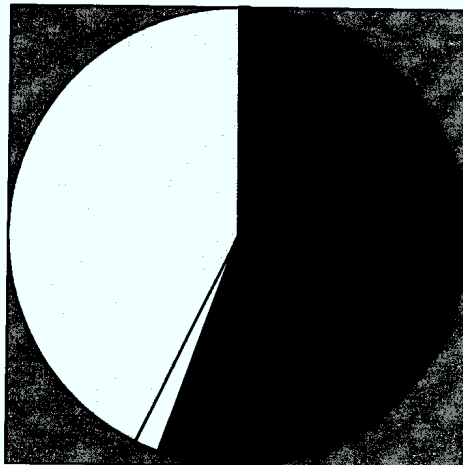
eBLAST Academy will serve students in the Magnolia, Stephens and Nevada Public School Districts. The following tables and charts show an idea of the possible demographics of eBLAST Academy and the need for a charter school in the area.

### Magnolia

The 2007 population estimate for Magnolia was 11,766. Magnolia is about 4 miles south of the proposed eBLAST Academy. The following information was found at the Arkansas School Performance Reports website and the 2008-2009 School Choice Eligibility Report.

| Magnolia<br>Public<br>School<br>District | Total Student<br>Population | Subgroups |                  |          |        |       |
|------------------------------------------|-----------------------------|-----------|------------------|----------|--------|-------|
|                                          |                             | Asian     | African-American | Hispanic | Native | White |
|                                          | 3,022                       | 16        | 1662             | 51       | 3      | 1290  |

Magnolia Public School District Student

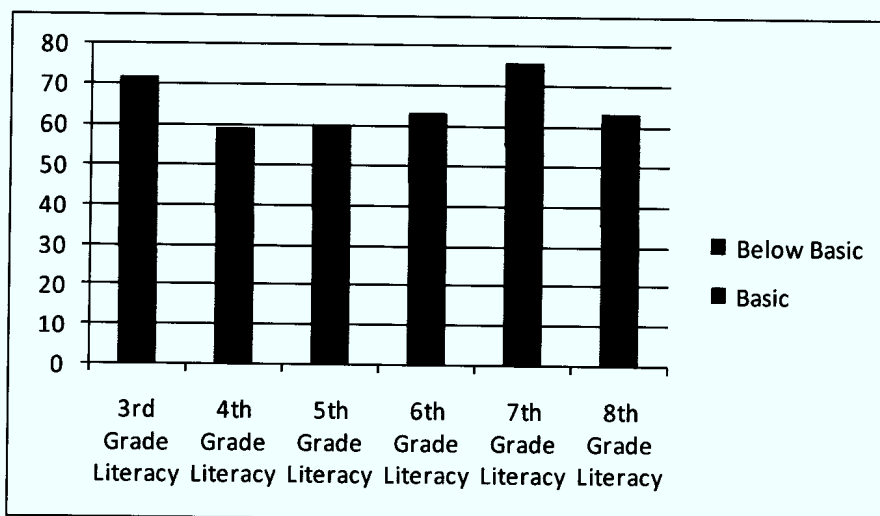


|                          |
|--------------------------|
| ■ Asian - .53%           |
| ■ African American - 55% |
| □ Hispanic - 1.69%       |
| □ White - 42.69%         |
| ■ Native - .10%          |

Data was collected from the Arkansas School Performance Reports website showing the Magnolia Public School District being in Year 1 of School Improvement. According to Literacy test scores taken over a three year period, there have been over 50% of African-American students placing basic or below basic in the Magnolia Public School System. The chart below demonstrates the problem areas of certain groups in the area schools.

**Percentage of African American Students Scoring Basic and Below Basic**

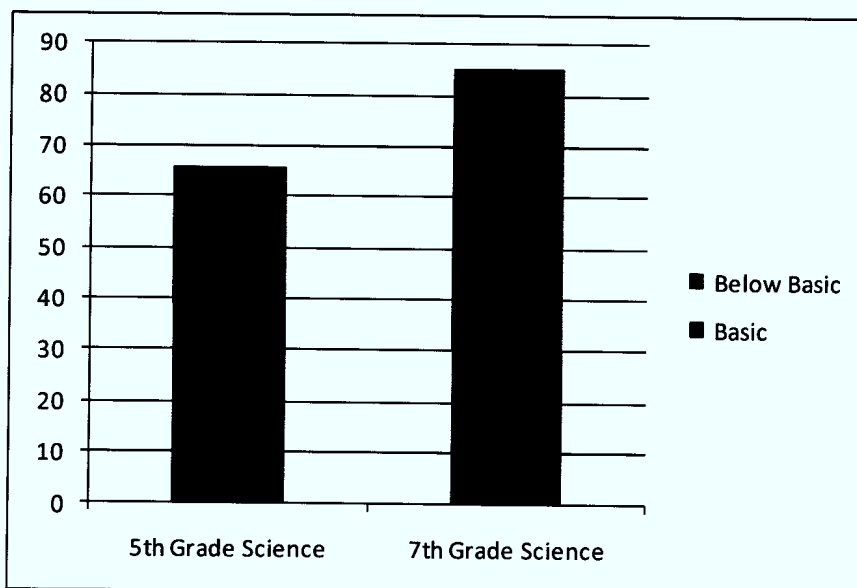
*(average taken over 3 year period – Magnolia Public Schools)*



An average was calculated from the 2008 and 2009 test scores in science, showing well over 60% of the students scoring basic and below basic.

**Percentage of Students Scoring Basic and Below Basic**

*(average taken over 2 year period – Magnolia Public Schools)*

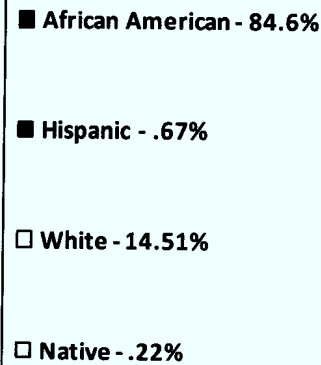
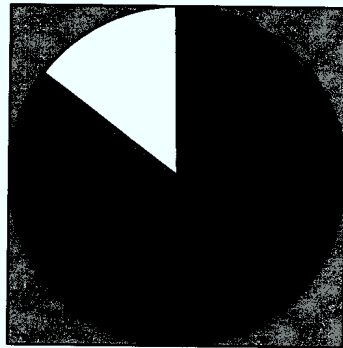


## Stephens

The 2008 population estimate for Stephens was 1,017 compared to 1,152 in 2000. Since the Stephens School District consolidated with McNeil, there has been a steady decrease in the population. Lack of employment opportunities is certainly one reason for the decline, but a school district with poor achievement ratings will also cause people to move to other areas. Stephens is about 10 miles north of the proposed eBLAST Academy. The following information was found at the Arkansas Department of Education website, the Arkansas School Performance Reports website and the 2008-2009 School Choice Eligibility Report.

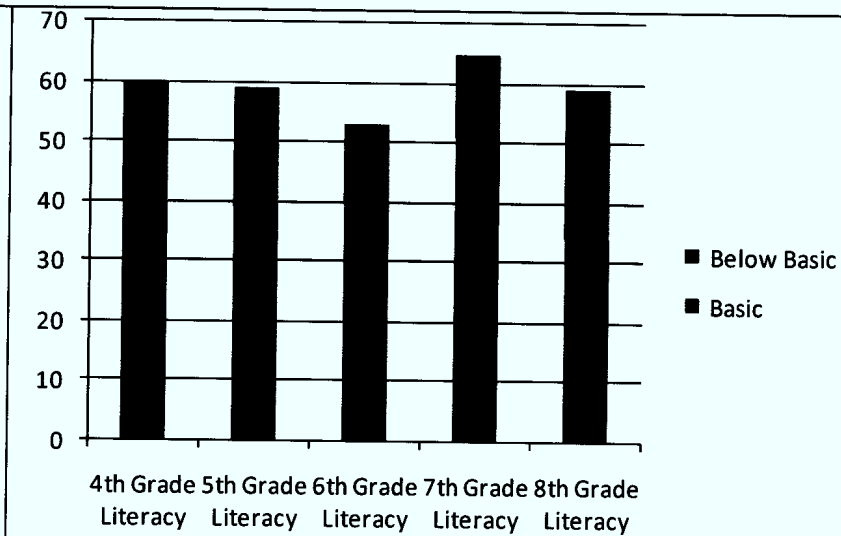
| Stephens<br>Public<br>School<br>District | Total Student<br>Population | <i>subgroups</i> |                      |          |        |       |
|------------------------------------------|-----------------------------|------------------|----------------------|----------|--------|-------|
|                                          |                             | Asian            | African-<br>American | Hispanic | Native | White |
|                                          | 372                         | 0                | 315                  | 2        | 1      | 54    |

Stephens Public School District Student

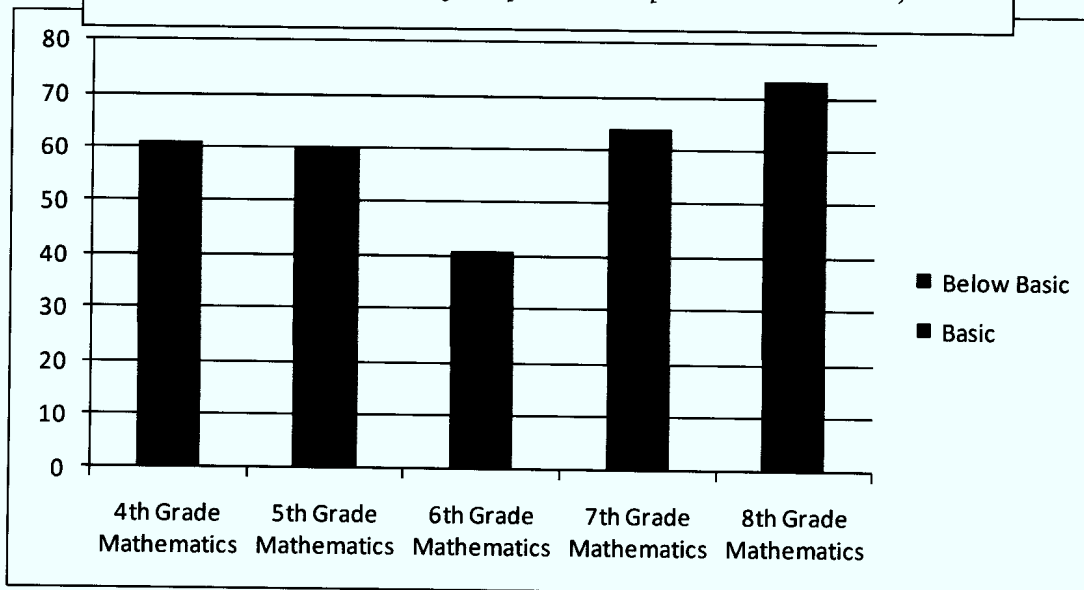


Data was collected from the Arkansas School Performance Reports website showing the Stephens Public School District being in Year 1 of School Improvement, with the Elementary and High School both having an AYP status of Year 4 of School Improvement. According to test scores from 2006-2009, there has been an increase in students placing below basic or basic. The following charts show each of the areas of concern at Stephens Public Schools.

**Literacy Test Scores**  
**Percentage of Students Scoring Basic and Below Basic**  
*(average taken over 4 year period – Stephens Public Schools)*

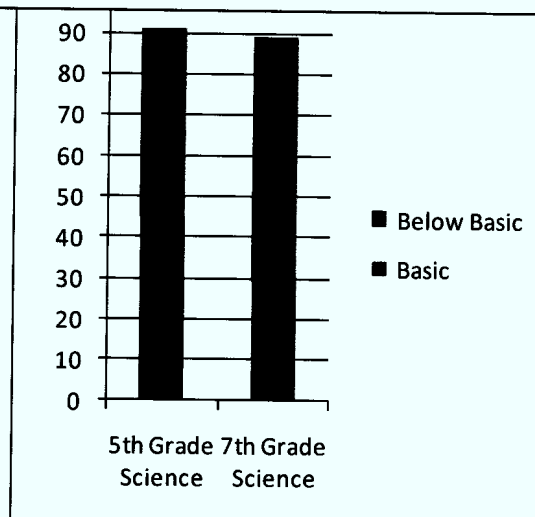


**Mathematics Test Scores**  
**Percentage of Students Scoring Basic and Below Basic**  
*(average taken over 4 year period – Stephens Public Schools)*



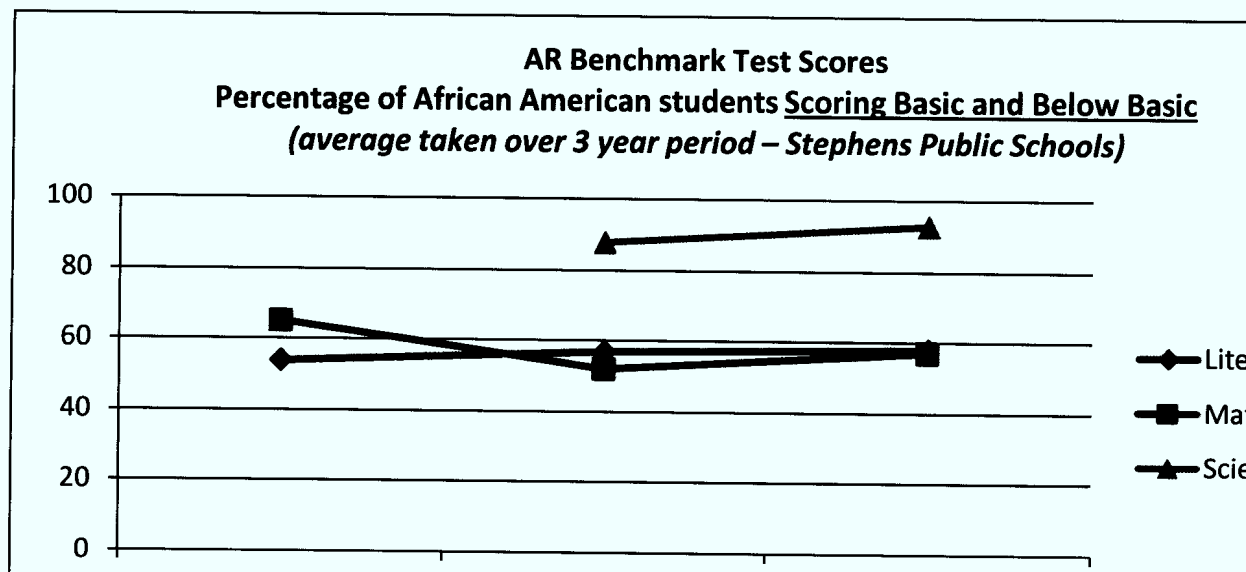


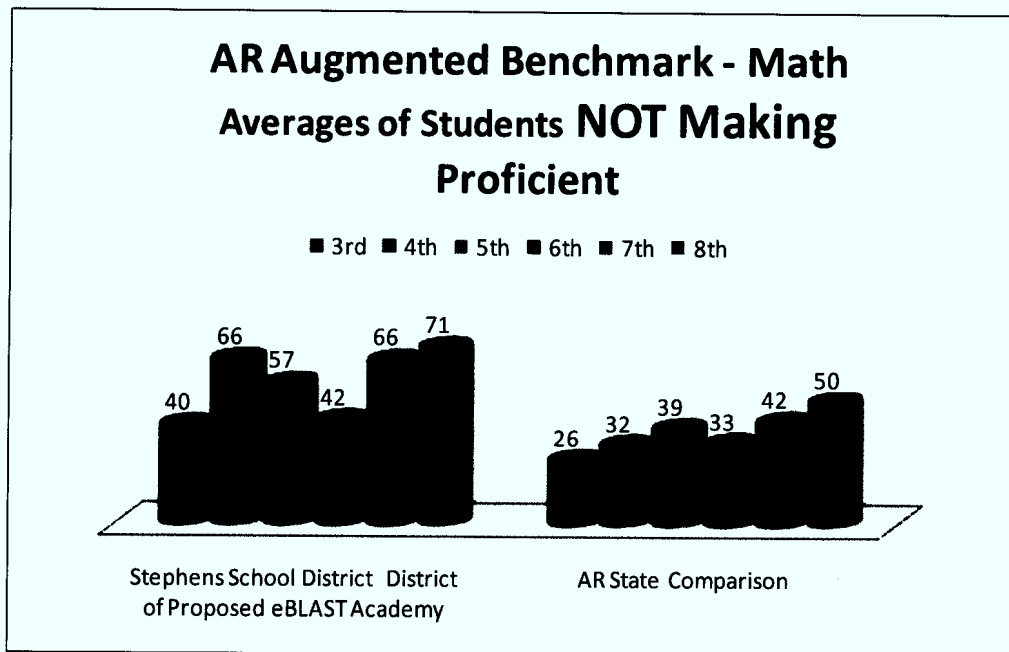
**Science Test Scores**  
**Percentage of Students Scoring Basic and Below Basic**  
*(average taken over 2 year period – Stephens Public Schools)*



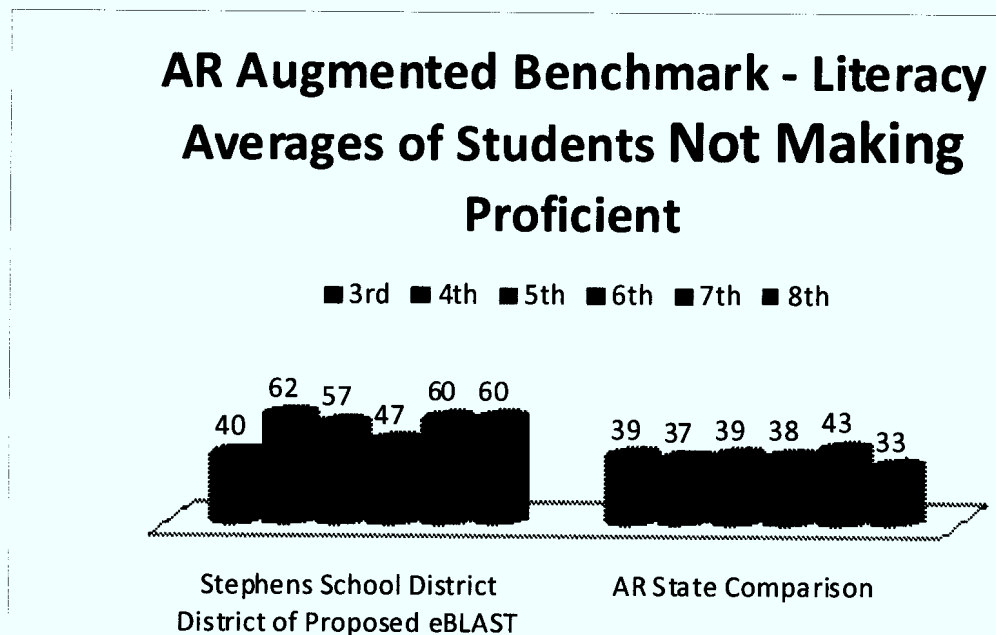
An average of 68% of male students scored basic or below basic on the Literacy and Mathematics sections of the AR Benchmark exams, over the past four years. The Science section of the AR Benchmark exam was also evaluated and shows that from the years 2008-2009, about 85% of male students scored basic or below basic.

Also, scores for African American students were evaluated over three years. As the graph below shows, the average number of African American students scoring basic or below basic has increased over these three years. Even though, African American student's mathematics test scores have changed some, it is still noted that over 50% of these students are not proficient in any of the three areas.





The chart below shows how the majority of the students in the Stephens school district are not reaching proficiency on the Arkansas Augmented Benchmark Exam as compared to the rest of the State.



Even when the school district has provided Literacy programs, the evidence proves the students in the proposed area of eBLAST Academy are not reaching adequate Proficiency. Therefore the need for a school that can focus on progress monitoring and needs assessment with lower classroom ratios is great. eBLAST Academy will prepare each student for high school and college. The faculty will also help each student with the college entrance process to produce 100% college bound students.

Our focus will be on preparing children for success in high school and college. To ensure that all students are making continuous progress toward this overarching goal, we will use a comprehensive assessment system, including diagnostic assessments, criterion referenced classroom and standardized assessments, formative and summative assessments, and norm referenced assessments, to provide a complete picture of overall school and grade level progress as well as individual student progress.

eBLAST Academy will use the NWEA Measures of Academic Progress (MAP) to measure progress over the course of a year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students' reading, language, and math achievement. Results are defined by a child's RIT score (the Rasch unit; a raw number tied to an equal interval curriculum scale designed by a Danish mathematician that uses individual item difficulty values to estimate student achievement) as well as percentile rank (a nonnative measure allowing comparison of a child's performance to that of his/her national peer group).

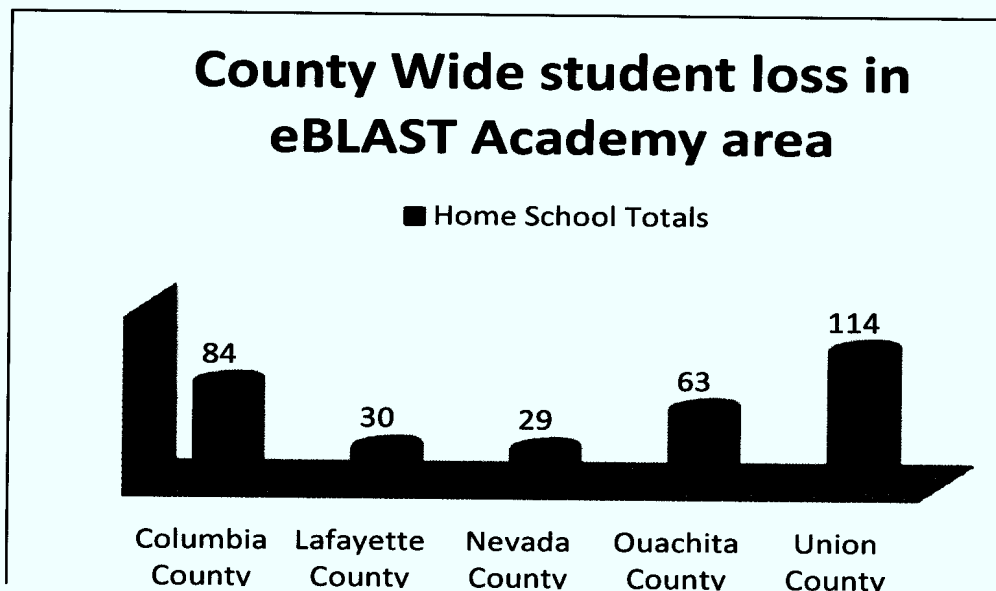
NWEA provides immediate and specific feedback to teachers and administrators as well as the overall network about students' instructional levels and needs. This data also provides projected state proficiency levels across a spectrum of skills/learning outcomes. The target growth goal for eBLAST Academy schools 2009-2010 will be 12 RIT points.

### Home School

The statistics show that there is a larger than common movement toward homeschooling in Columbia County. The trend to place children in homeschooling instead of the public schools shows a lack of content with the educational system in the area. The chart below demonstrates this large rise in homeschooled students around McNeil.

| <u>Total Number of Students Lost to Home School in the Counties near eBLAST Academy</u> |            |
|-----------------------------------------------------------------------------------------|------------|
| <b>Columbia County Total lost to Home School:</b>                                       | <b>84</b>  |
| Emerson Taylor School District                                                          | 1          |
| Magnolia School District                                                                | 83         |
| <b>Lafayette County Total lost to Home School:</b>                                      | <b>30</b>  |
| Bradley School District                                                                 | 8          |
| Lafayette School District                                                               | 22         |
| <b>Nevada County Total lost to Home School:</b>                                         | <b>29</b>  |
| Nevada School District                                                                  | 24         |
| Prescott School District                                                                | 5          |
| <b>Ouachita County Total lost to Home School:</b>                                       | <b>63</b>  |
| Bearden School District                                                                 | 1          |
| Camden Fairview School District                                                         | 54         |
| Harmony Grove School District                                                           | 8          |
| <b>Union County Total lost to Home School:</b>                                          | <b>114</b> |
| El Dorado School District                                                               | 68         |
| Junction City School District                                                           | 10         |
| Norphlet School District                                                                | 16         |
| Parkers Chapel School District                                                          | 6          |
| Smackover School District                                                               | 13         |
| Strong-Huttig School District                                                           | 1          |

The only county to out-number Columbia County in homeschooled students is Union County. Union county covers 1,055 square miles with a population of about 45,629 people, where Columbia County only covers about 767 square miles with a population of about 25,603. It is intriguing how Columbia County with almost half of the population and only two schools as compared to six schools from Union County can have comparatively more students pulled from the public schools and entered into home school.



## 6. Educational Program

The program design of eBLAST Academy is to ensure that the school is attaining its mission by preparing students for the area high schools and throughout the state. eBLAST believes in our motto “Here to Achieve.” Based on the demographics of our target population, we are expecting and are prepared for the challenge of getting students on grade level and beyond. The educational program is designed to meet certain goals for disadvantaged students.

- Students will possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, social studies, and language arts.
- Students will be effective and confident communicators.
- Students will be critical thinkers and problem solvers.
- Students will have an appreciation for the humanities and show respect for diverse cultures.
- Students will possess a life-long love of learning.
- Students will possess a strong desire to serve the community in which they live.
- Students will have the discipline, dedication, and desire to achieve their highest aspirations and dreams.

eBLAST Academy will carefully correlate its curriculum objectives to the Arkansas State Content Standards in addition to designing a model that will enable students to reach the goals listed above. The students who meet all of these objectives and standards are certainly on the path to success in life. We do not plan to change what the local district and the state of Arkansas

feel are the appropriate academic outcomes, but rather, to ensure that all students master or exceed all the skills and content under the Arkansas State Standards. Teachers will work with the School Director to determine the curricula that will match each student's needs. Incoming student needs and performance levels will determine the weight that teachers will place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that students will be prepared to enter and be successful at all high schools throughout the nation. We will focus on:

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

eBLAST will follow the local school district's calendar to some extent. However, our children will be in school approximately 185 days of the year instead of the 178 days of local public schools. The summer school session will provide students, parents, and teachers with a head start in preparing for the upcoming academic year. During this time, those groups will become acquainted with the procedures and expectations demanded throughout the year. Students will also be immersed in the school's culture. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of reading, writing, math, science, and social studies. The summer session will also be a time when the process of team building begins. Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team.

We believe that, in addition to using educationally sound teaching strategies, more time is required to accomplish our ambitious goals. The school's students will be in school from 7:30 a.m. through 4:00 p.m. each weekday. Students will receive nearly eight hours of math instruction, nearly eight hours of English language arts instruction, four hours of social studies, and five hours of science instruction every week. Students will also spend one hour of each day reading. Students who are unable to read independently will receive individualized instruction during this period. (Seventh and eighth graders may use the time for independent study or further enrichment.) An average week's schedule also includes physical education and



enrichment activities such as art, music, and foreign language. Additional time will be spent on team and character building activities such as student presentations, spelling or geography bees, guest speakers, plays, and other activities. We believe bringing the student body together once every week is critical to maintaining a supportive family environment at our school.

It is crucial that not only students use their time effectively but teachers do as well. Teachers are expected to meet prior to the school year for a minimum of one week to plan for the school year. Teachers will use this time to design their goals, objectives, and curriculum for the upcoming school year. The teachers will work on these designs horizontally within their grade level and, after year one, vertically across grade levels. It is also a time when teachers and administrators will work together to design the most efficient and effective policies, practices, procedures, and schedules for the school. Teachers will also have team planning time each week, when teachers will work together to refine, share, and develop effective teaching strategies. There will be continuous vertical and horizontal curriculum planning to ensure consistency between the grade levels and cross-curricular development in each grade. The team planning sessions will also be supplemented with periodic after school planning periods. In addition, eBLAST teachers may provide help or assistance to parents if needed during certain school hours, such as family support services, GED classes, and ESL classes.

Students who choose to attend eBLAST will increase their opportunities for quality education in innumerable ways. The superior level of teaching, the extended time, and the level of dedication by the school will provide learning opportunities to students who are not successful under the traditional school model. Our strong interaction with the community will also provide extended opportunities for quality education.

#### **At-risk students**

Since eBLAST will be working with a majority of below proficient and “at-risk” students, it will use a variety of techniques and resources based on accepted research findings to ensure success. Teachers will begin by using a variety of teaching strategies that have been proven effective for students who are substantially below grade level. Often students who are “at-risk” are kinesthetic and tactile learners whose needs have not been met in the past. To directly address the needs of these students, we will place particular emphasis on whole body multi-sensory instruction, role-playing, call and response, and other highly energetic and active techniques. We will also use high-tech educational products such as CPS, Smartboards, CVI and interactive systems. It is crucial that all of the methods employed will be educationally sound and result oriented.

eBLAST will spend more time on task, which we believe is critical to bringing students up to grade level and beyond. Students are required to attend school from 7:30 a.m. to 4:00 p.m. each weekday, and students will attend school for one week during the summer. Students will also have the option of staying, or may be required to stay, after school to receive additional help or instruction. We plan to work closely with parents and community members to make sure that all the students are achieving the results and goals we hope to attain. The school wants to foster a supportive family environment inside the classroom and throughout the school and community. We want the students to have pride in themselves, their school, their family, their heritage, and their community. A copy of the daily schedule for k-8<sup>th</sup> grades are added as attachments (see attachments 6).

An Upper School program will begin as an optional plan as needed with the addition of the 9<sup>th</sup> grade, with one grade to be added each year. Hours of the school day for the Upper



School are the same as the Middle School, 7:30 until 4:00. Upper School students will pursue rigorous college prep courses (Smart Core), and additional electives in science, technology, fine arts, etc. on and above the high school level. We will work with local colleges for concurrent courses and other technical classes. The structure of compulsory school attendance laws strengthens student's early success in college, and makes it likely that the number of students completing four year degrees will increase. Another strong point of collegiate programs operated within existing high schools, is that they provide more equitable access to higher education.

## **7. Measurable Goals: Collecting, Profiling, and Analyzing Data**

eBLAST Academy in forming a complex interdisciplinary charter school will utilize many different forms of tools and progress monitoring to assess student achievement. An important key to our school design is the involvement of both Academic Data and Non-Academic Data.

### **Academic Data**

As suggested by the Arkansas State Department of Education eBLAST Academy will maintain the most current three year history of data that is available for each student enrolled in the Academy. This will be detailed in the yearly ACSIP.

### **Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)**

- **Criterion-Referenced Tests / Benchmark Exams**  
**Grade Level Benchmark, and all End of Course Exams**

- **Norm-Referenced Tests**

*eBLAST Academy will administer the following tools and progress monitoring*

- QUALLS – Kindergarten (entrance Exam, window for testing is typically Aug-Sept)
- Mid Year Exam (window for testing typically January)  
Algebra I, Algebra II, Geometry, Biology
- Grade 11 Literacy and Alternate Portfolios (window for testing is typically March)
- The following assessments are typically taken within an April window:
  - SAT 10- 1<sup>st</sup>, 2<sup>nd</sup>, and 9<sup>th</sup> grade
  - MAT8- Kindergarten
  - Augmented Benchmark for grades 3-8
- End Course Geometry, Algebra I, Algebra II, Biology
- DIBELS – ongoing progress monitoring with inclusive end of year Benchmark
- Explore and ACT
- AIMSweb – ongoing progress monitoring with inclusive end of year Benchmark
- STAR

***Note:** The first year of operation will be K-8<sup>th</sup> grades, which will call for only certain programs from the above list, leaving certain assessments omitted, but they will need to become available as the grades become available.*

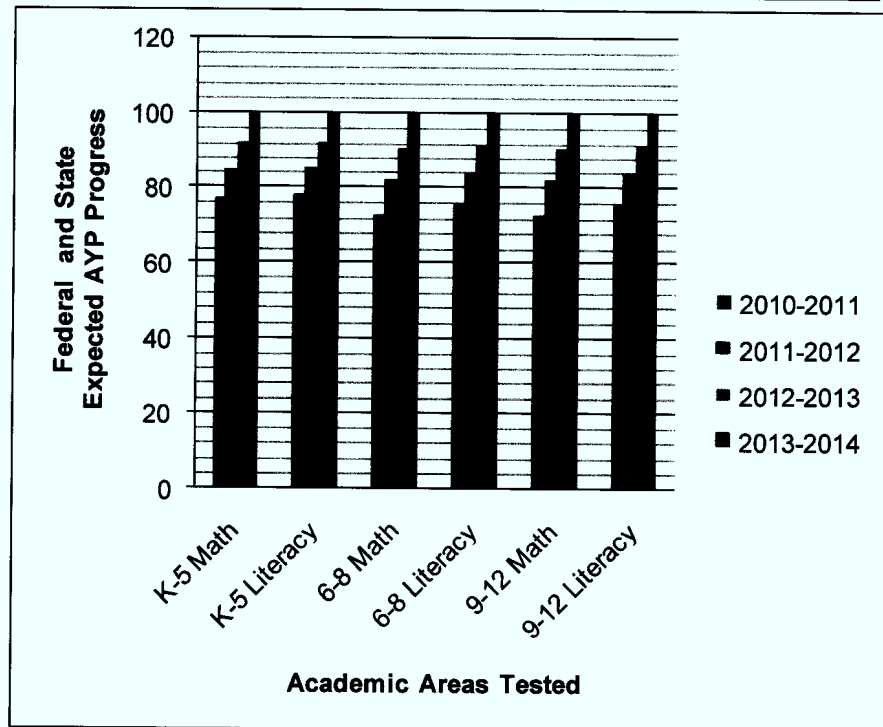
A key part of the philosophy of the Academy is to develop the whole child through reflective self-understanding, in response to this very important element we must implement a way to analyze the data our students and faculty offer which may not be considered directly academic. In turn, correct data analysis, interventions, actions, and plans will lead into alignment of our ACSIP. At eBLAST Academy we will strive to develop an intensive and highly effective overall program. The only way to do this is to include the following sets of data into our pathway to achievement.

### **Non-Academic Data**

As suggested by the Arkansas State Department of Education eBLAST Academy will maintain the most current three year history of data that is available for each student enrolled in the Academy.

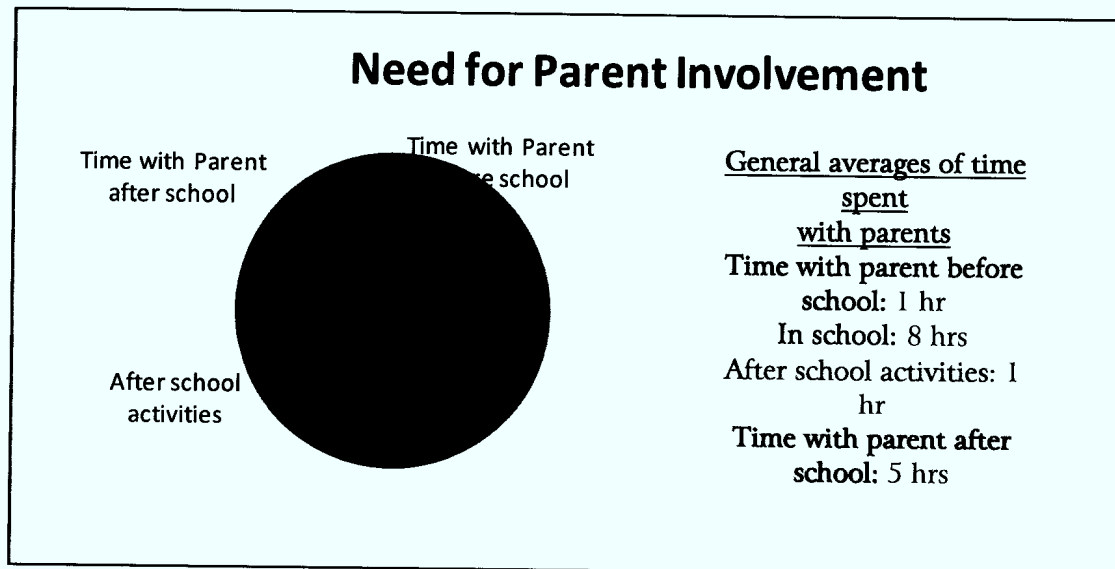
- Graduation Rate (9-12) of area Districts
- Drop Out Rate of area Districts
- Average Daily Attendance (K-8) used in AYP accountability
- Professional Development
- Technology Data
- Any Other Optional Data (such as Parent Volunteer Rate, etc.)

### **No Child Left Behind Annual Expected Performance Levels (*to be in ACSIP*)**



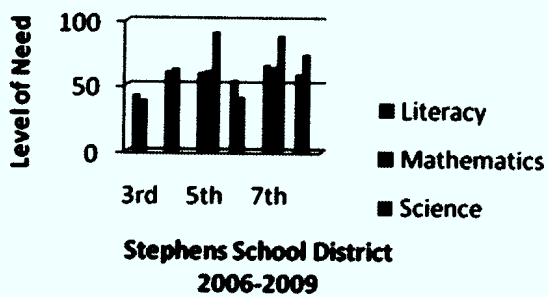
### Assessment of Progress

- All students will participate in the appropriate grade-level State Mandated testing. eBLAST Academy will perform the State's testing at the appropriate time during the school year.
- Students who do not pass the test at proficient status will be required to follow intensive intervention to ensure success during the following year.
- Parent Involvement is a key component to the success of a student and the parent/guardian will be an active member of the intervention team. The next chart will illustrate the amount of time students literally spend at school as compared to the time they typically spend "awake" at home before and after school. The need to involve parents is tremendous. The parents at eBLAST Academy are offered different trainings at periodic times throughout the year, such as training in Math to give them skills to help with homework. Our parents also have the liberty to use our Parent Resource Center.

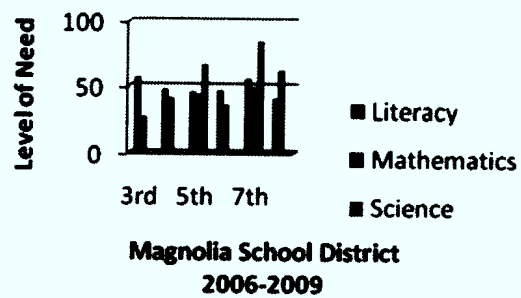


- Professional Development is also a very important factor for the success rate of the development and implementation of academic programs within the Academy. Professional Development is constantly reviewed to ensure that the faculty is continually maximizing student achievement.
- The ACSIP will be used to monitor and adjust low achievement of students and help to profile their advancements. Below are charts of low achievements in the area of the proposed charter school which will be the focal point of our academic focus factor.

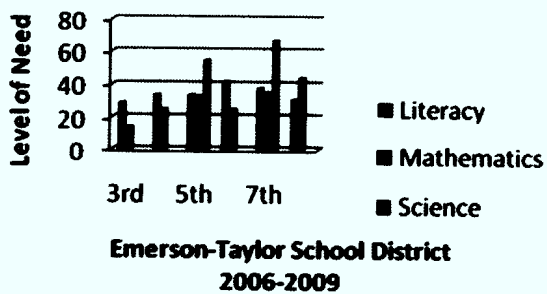
### AR Augmented Benchmark Average of Students Below Proficient



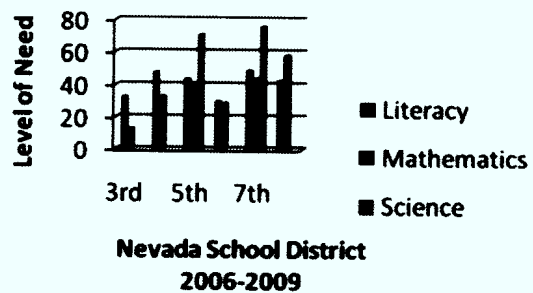
### AR Augmented Benchmark Average of Students Below Proficient



### AR Augmented Benchmark Average of Students Below Proficient



### AR Augmented Benchmark Average of Students Below Proficient



## **Academic Focus Factors**

### **Literacy**

- All students will be expected to meet the State and Federal NCLB chart above.
- Students who cannot meet the AYP progress will enter intervention according to the level of need. See Chart Below \*Model of Student Services\*
- All students in eBLAST Academy will be in a progress monitoring program for each grade level for Literacy using the DIBELS, STAR, and AIMSweb.
- Students enrolled in eBLAST Academy will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Augmented Benchmark Exams in Literacy.
- All students will be monitored through the NWEA program.

### **Mathematics**

- All students will be expected to meet the State and Federal NCLB chart above.
- Students who cannot meet the AYP progress will enter intervention according to the level of need. See Chart \* Model of Student Services\*
- All students in eBLAST Academy will be a progress monitoring program for each grade level for Mathematics using the DIBELS, STAR, and AIMS web.
- Students enrolled in eBLAST Academy will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Augmented Benchmark Exams in Mathematics.
- All students will be monitored through the NWEA program

### **eBLAST Academy Model of Student Services**

| <b>Academic Services</b>                                                                                                                                                                              | <b>Behavioral Services</b>                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Universal Interventions <ul style="list-style-type: none"><li>* <i>All students</i></li><li>* <i>Preventative and Proactive</i></li></ul>                                                             | Universal Interventions <ul style="list-style-type: none"><li>* <i>All settings, All students</i></li><li>* <i>Preventative and Proactive</i></li></ul>                                         |
| Targeted Interventions <ul style="list-style-type: none"><li>* <i>Some students (at risk)</i></li><li>* <i>High efficiency</i></li><li>* <i>Rapid response</i></li></ul>                              | Targeted Interventions <ul style="list-style-type: none"><li>* <i>Some students (at risk)</i></li><li>* <i>High efficiency</i></li><li>* <i>Rapid response</i></li></ul>                        |
| Intensive, Individual Interventions <ul style="list-style-type: none"><li>* <i>Individual Students</i></li><li>* <i>Assessment-based</i></li><li>* <i>High Intensity of longer duration</i></li></ul> | Intensive, Individual Interventions <ul style="list-style-type: none"><li>* <i>Individual Students</i></li><li>* <i>Assessment-based</i></li><li>* <i>Intense, durable procedures</i></li></ul> |

Student services may be profiled for an individual due to State Mandated testing or progress monitoring. Students may move up or down the intervention tier group as needed. If a student shows significant gains during intervention, and can maintain the gains for the specified time of the program, the student will be able to be removed from intervention. All data and statistical information, along with interventions will be found in the school's yearly ACSIP.

### **eBLAST Academy District Efficiency Goals**

In order for every district to operate smoothly it must have a detailed plan in place. The plan must be monitored and evaluated often. Stakeholders within the district are called upon periodically to select priorities and set goals, and then to develop action to achieve the aforementioned. The keys to all of this are data collection, profiling and analysis. Below are highlights of what eBLAST Academy expects from all parties involved in the future of the Academy.

#### **eBLAST Efficiency Goals**

#### **Measurement**

##### **Student**

**Goal 1: All students will be prepared as proficient intercultural students who are fully prepared to succeed in college.**

- eBLAST Academy will have a graduation rate of 95% or higher from the eighth grade.
- All students will graduate with the skills to be proficient at high school and on to a college level.
- Students will be responsible for coursework.
- Students will learn Spanish and traditional background information about Hispanics.
- Upon leaving the Academy students will not only speak, read and understand Spanish, but they will genuinely understand the culture from which it originates.

**Goal 2: All students will be proficient in a 2<sup>nd</sup> language. eBLAST Academy will offer Spanish to all students from K-8<sup>th</sup> (and 9-12<sup>th</sup> as added.)**

##### **School**

**Goal 3: The Academy's programs and operation will be at the level with which parents/guardians will demonstrate satisfaction.**

**Goal 4: The Academy will increase enrollment yearly.**

- Parents will return surveys each year, and after each function for data analysis and evaluation.
- 100% family participation is expected at parent-teacher conferences.
- The Academy will strive to fill 90% enrollment seats within the first year of opening, and will increase each subsequent year.
- Preference for enrollment will be given to children of Founding Board members.
- The average daily attendance will be at least 95%.
- The Academy will seek and retain faculty members who can integrate an intercultural learning atmosphere with the core academic content areas.
- Faculty will be monitored for desire to

**Goal 5: eBLAST Academy will seek and retain Licensed, Highly Qualified and Talented Faculty.**



---

demonstrate new principles and ideas, so that student academic success is achieved.

---

It is vitally important that our students are successful on the tests that determine academic success in Arkansas, the Stanford 10 and the criterion-referenced Augmented Benchmark Assessments. In addition, we have incorporated several in-house assessments that will allow us to give students feedback on their progress in the arts.

#### **Goals in Reading**

- Students taking the SAT -10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's reading exam (where applicable).
- Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in literacy than students in schools in the Columbia County area with comparable demographic compositions.
- At the end of its third year, the school will meet its AYP Targets in literacy.
- Among students who have spent three full years at the school, disaggregation of Stanford-10 data will show no Significant difference between groups of students in different demographic groups within the school on the reading test (for students taking this test).
- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8<sup>th</sup> grade proficiency in reading will increase by 10% each year as measured via the NWEA.

#### **Goals in Reading Comprehension**

- All students who have spent two full years at the school will demonstrate the ability to select a reading strategy (determining importance, using inferences, asking questions, summarizing and synthesizing, activating prior knowledge, etc.) and apply it on internally created assessments, scored by rubrics.
- All students who have spent two full years at the school will generate evidence of daily reading and successful participation in grade-level appropriate reading activities (author studies, discussions, etc.) indicated through reading logs by earning passing grades on eBLAST standards.
- 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Augmented Benchmark Exams in literacy.

### **8. Curriculum Alignment Process**

#### **School**

eBLAST Academy recognizes the Arkansas Curriculum Frameworks established by the Arkansas Department of Education. The Academy will ensure that all state goals and objectives relative to curriculum are aligned horizontally and vertically. Alignment will be processed through professional development with teachers under the direction of the Academy's principal.

### Skills Calendar

As a measurement of success each teacher will be responsible for a monthly skills calendar detailing the frameworks to be taught. A skills calendar will be a calendar used by faculty to mark frameworks taught within daily lessons to ensure the frameworks are taught across the year, and that all frameworks are reached. The skills calendar will not only keep faculty on target, but will provide assurance that all frameworks are taught and that they are taught in a timely manner. Skills calendars will have deadlines, and will be checked periodically by the principal. The skills calendars will be kept within the classroom and noted within the lesson plans.

### Principal

As facilitator and instructional support to the faculty the principal will guide teachers through professional development and on-going support with correct alignment of the AR frameworks and implementation. The principal will remain current on newly revised frameworks and standards, and will help faculty and staff with the vertical and horizontal alignment process. At the beginning of each year a time will be spent with the faculty to ensure proper understanding of learner expectations and standards and how to incorporate each into daily lessons. The principal will issue deadlines for the skills calendars to ensure success. The skills calendar will not only keep faculty on target, but will provide assurance that all frameworks are taught and that they are taught in a timely manner.

### Teacher

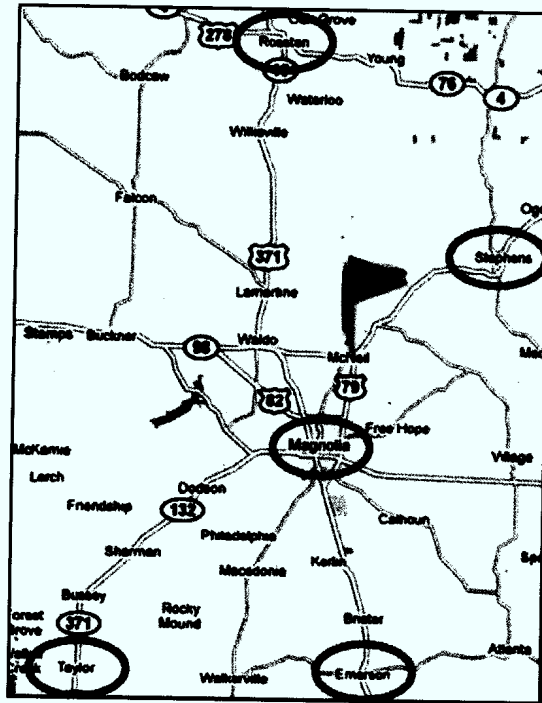
As a faculty member and facilitator of student learning teachers are responsible for remaining knowledgeable of standards and frameworks. Faculty responsibilities include knowledge of implementation of the standards in each lesson, measurement of student knowledge, measurement of learner expectations, etc. At eBLAST it is imperative for teachers to collaboratively align both horizontally and vertically. Horizontal alignment within their grade will ensure student knowledge within their base, and vertical alignment will ensure student knowledge within our Academy. The teacher will turn in daily lesson plans weekly and will note frameworks accordingly.

### Students

Students of eBLAST will demonstrate knowledge of the standards and the learning expectations throughout the frameworks daily within each lesson. Student work will reflect frameworks and will be posted throughout the school and classrooms for faculty and visitors. Knowledge will also be evidenced by performance on all state mandated testing.

## **9. Geographical Area Served**

eBLAST Academy is focused on students in the central and northern part of Columbia County. The main emphasis will be on the city of McNeil, named for William B. McNeil, founder of the College Hill Academy.



### Area Districts Mileage

**Proposed eBLAST Academy Site**  
306 Walnut, McNeil, AR 71752

*All distances originate from this location.*

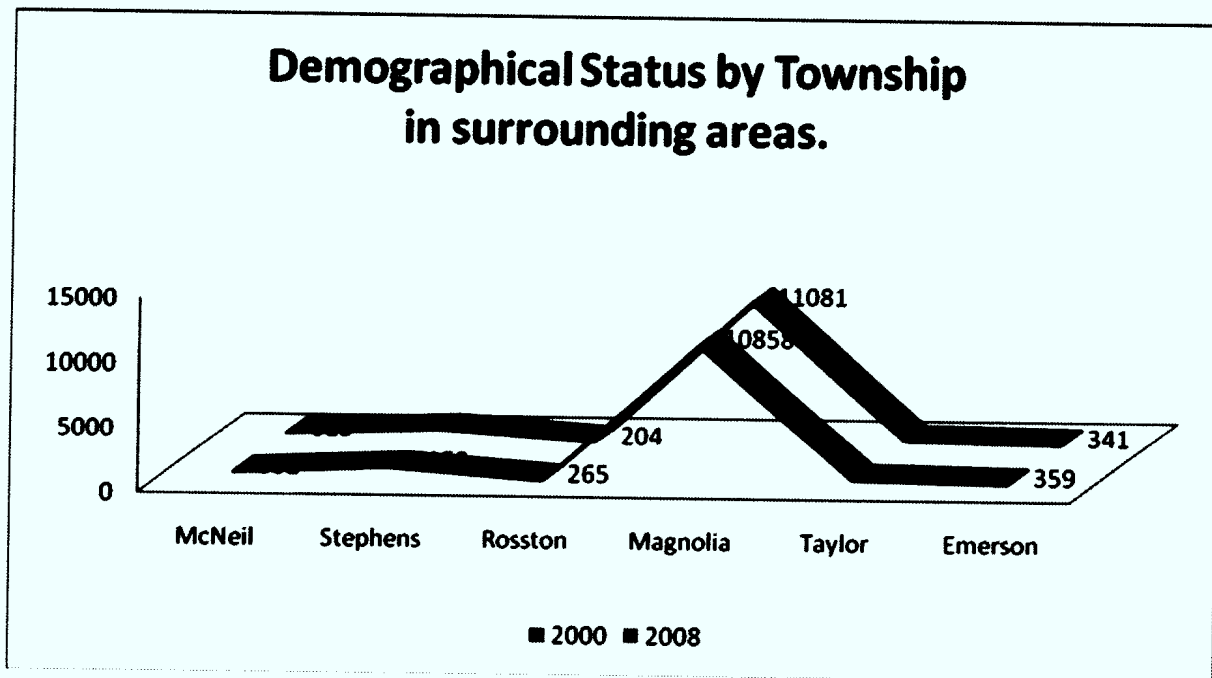
- \* **Magnolia SD ~ 6.6 miles**
- \* **Stephens SD ~ 10.8 miles**
- \* **Nevada SD ~ 19.1 miles**
- \* **Emerson-Taylor ~ 19.3 miles**  
(Emerson Campus)
- \* **Emerson-Taylor ~ 28.4 miles**  
(Taylor Campus)

The city of McNeil is in the Stephens School District and will have an impact on it, but the new charter school will possibly affect the Magnolia School District as well. eBLAST is not expected to effect any other school district in the region.

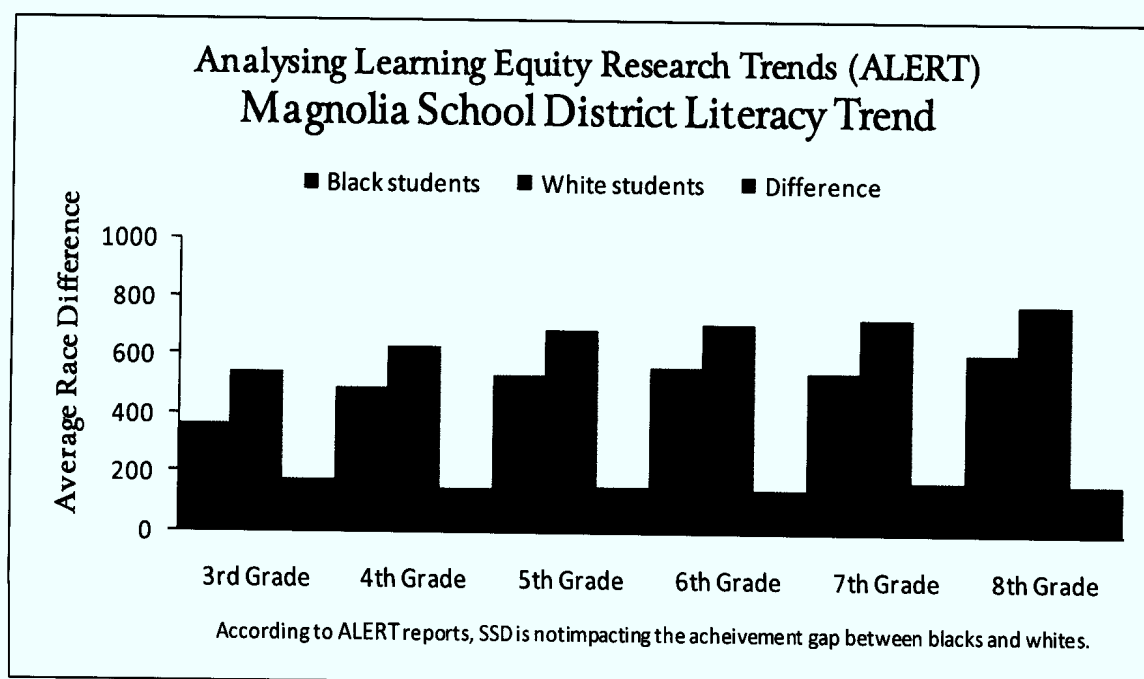
| <u>School District Affected</u> | <u>Numbers of students pulled</u> | <u>Current Enrollment</u> | <u>Expected new Enrollment</u> |
|---------------------------------|-----------------------------------|---------------------------|--------------------------------|
| Stephens School District        | 180                               | 374                       | 194                            |
| Magnolia School District        | 20                                | 3,022                     | 3,002                          |
| Nevada School District          | 0                                 | n/a                       | n/a                            |
| Taylor-Emerson School District  | 0                                 | n/a                       | n/a                            |

Noted is the evidenced change in demographics since consolidation of local school districts concerning rural towns near McNeil. The chart below shows significant loss to all towns except Magnolia, Arkansas.

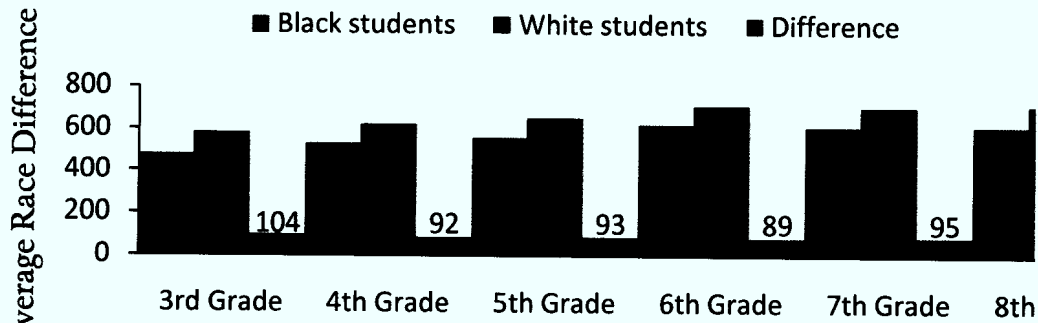
**With loss percentages as follows: McNeil – 5.6% loss, Stephens -11.7% loss, Rosston – 23% loss, Magnolia – 2.1% gain, Taylor – 6.0% loss, Emerson- 5.0% loss.**



As pertains to the most affected district, which we predict to be Stephens School District, the main concern is the population of students we will receive from the district and how we will help each student achieve success. According to research gained from the ALERT data, boys from the Stephens District are suffering to a point of large gaps. See charts below. According to the charts shown below the overall evaluation of the mean differences in trend data indicates that Stephens School District is not impacting the achievement gap. This data is representative of a large educational achievement gap. The focus is repetitively returning to the black male students. eBLAST Academy will ensure all students are “Here to Achieve.” Through rigorous activities and progress monitoring, the male population will show gains instead of the achievement gaps as shown below as compared to the females.

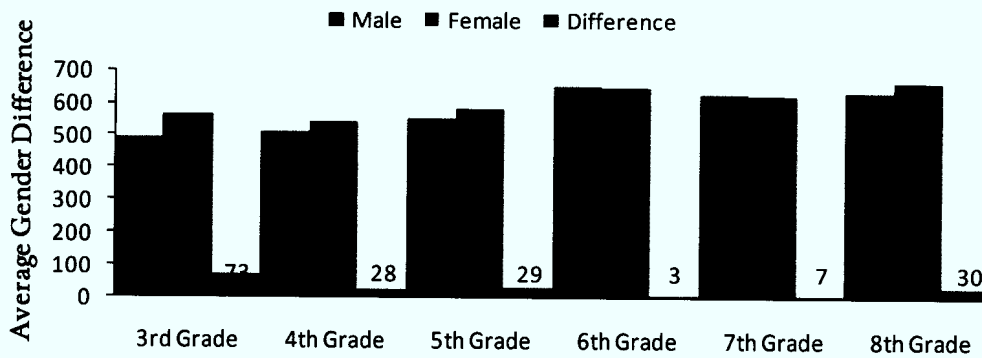


## Analysing Learning Equity Research Trends (ALERT) Magnolia School District MathTrend



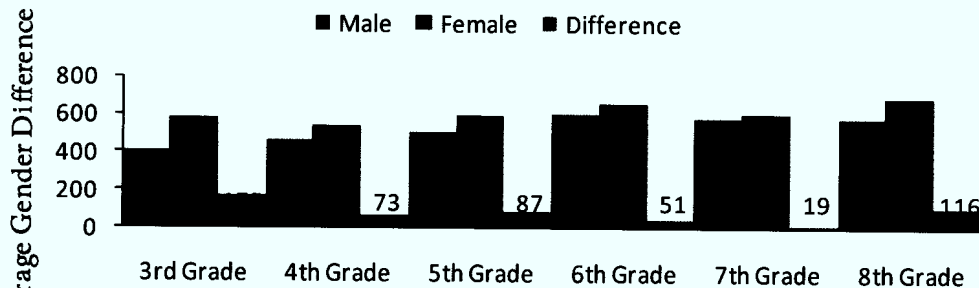
According to ALERT reports, SSD is not impacting the achievement gap between black

## Analysing Learning Equity Research Trends (ALERT) Stephens School District MathTrend



According to ALERT reports, SSD is not impacting the achievement gap between males and females.

## Analysing Learning Equity Research Trends (ALERT) Stephens School District Literacy Trend



According to ALERT reports, SSD is not impacting the achievement gap between males and females.



The difference within race on the ALERT data provided by NORMES also makes it evident that the black males have fallen through the cracks and been left behind in the surrounding districts as well. The average scores for black students were significantly lower than other races. See chart above. eBLAST Academy will strive to close the achievement gap quickly and make gains immediate. With frequent progress monitoring students cannot be left behind and everyone will be “Here to Achieve.”

#### **10. Performance Annual Report**

Accountability is of vital importance to a high-functioning school. eBLAST Academy will ensure that its program is fully accountable to all stakeholders in a variety of ways. However, the primary method of gathering academic data will be through multiple measures that include testing, surveys, and rubrics that apply to specific assignments. All educational data and statistics will be presented at the annual public meeting and included in the ACSIP.

The director will use data from all of these assessments to prepare an annual report to be released to all parents and interested community members. The report will include test data from the school and will compare each year's efforts and progress to the school's earlier marks. It will also include information on all other key parts of the school concerning Board performance, fundraising and teacher and student successes in individual classrooms. eBLAST Academy agrees to provide a report at the end of each school year to parents the community the local school board and the state board indicating progress toward meeting the performance objectives as stated in this charter. We will also publish each annual report by November 15<sup>th</sup> each year in a local newspaper as required by state law.

#### **11. Enrollment Criteria and Selection Processes**

In accordance with federal laws, no student will be denied admission to eBLAST Academy based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

In the event that more students apply to the school than can be accommodated, under the terms of the charter, eBLAST will use a random anonymous student selection method. This method will be a lottery conducted by one or more of the board members. The total number of students admitted to the school will not exceed 450 without formally amending this charter. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.



In year two and thereafter, first preference will be given to returning students, who will automatically be assigned a space within the school. The next preference will be given to siblings of students already enrolled in the School. For definition, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or 2) by legal adoption. Step-siblings will be considered siblings as well.

In compliance with federal law, the schools marketing efforts will be equitable to all populations within the area regardless of race, disability, ethnicity, and gender. We will comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities. We will not discriminate potential employees, employees or pupils in violation with any state or federal law. We will be nonsectarian in the programs, admissions policies and employment practices. The school will not be supported by or affiliated with any religion or religious organization or institution.

## **12. Job Descriptions of School Director and Other Key Personnel Board Members**

All Board members must demonstrate:

- Dedication to furthering the vision and mission of the school;
- Expectation that all children can and will realize high levels of academic achievement;
- Belief in the use of arts to increase academic outcomes;
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Specific knowledge, experience, and/or interest in at least one element of governance for the School.

### **School Director**

The Director of eBLAST Academy shall have at least a Master's degree and shall demonstrate exceptional leadership abilities. While not requiring administrative certifications (see requested waivers below), the Board of Directors in selecting a director will look only for the most highly qualified individual to serve in this capacity.

The School Director's primary responsibility is to ensure that the school is reaching its goals and moving towards its mission under the guidance of the Board of Directors. The School Director will have the responsibility of managing the school's daily operations. The School Director will allocate his time in four major areas: community and district liaison, business leader, faculty and staff manager, and academic leader. The director shall be responsible for hiring all school personnel.

As community and district liaison, the School Director will help communicate the vision and mission of the school to the outside world. The School Director must ensure that there are positive and open lines of communication between himself, the community, and the district. The School Director, in order to garner the support and trust of others, will consistently and accurately report school results, both good and bad. The School Director must also encourage and provide opportunities for exchanging and sharing information between the school, community, and district.

The School Director is also responsible for the business operations of the school. The School Director, with the help of the Bookkeeper, will present the school's budget and all other financial reports and statements to the Board of Directors. It is the responsibility of the School

Director, who will supervise the Bookkeeper, to ensure that the school is financially stable and fiscally responsible.

The School Director's next major responsibility will be the management of his faculty and staff. The School Director will be responsible for hiring people who have the ability, work ethic, drive, and cultural fit to fulfill the school's goals and overarching mission. The School Director, with the support of others, will be responsible for training and providing necessary support to the faculty and staff.

**Key Qualities:**

- A strong team leader
- Works hard and is dedicated
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- A strong ability to teach
- Knowledgeable in all subject matters
- Knowledgeable in budgets and finances
- Effective communicator
- High degree of responsibility

### **Principal**

An individual holding a valid Arkansas teacher's license meeting the criteria for a highly qualified teacher who facilitates continuous improvement in classroom instruction by providing instructional support to teachers in the elements of research-based instruction and by demonstrating the alignment of instruction with curriculum standards and assessment tools; develops instructional strategies; develops and implements training; chooses standards-based instructional materials; provides teachers with an understanding of current research; integrates technology into instruction; assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP).

The principal will function as the school's instructional leader. The principal will be responsible for the oversight of curriculum and the administration of such for eBLAST Academy. This role will set the tone for the entire school. The principal will also be responsible for the day-to-day educational function of the school, and reports directly to the director. The principal will deal with employee issues and advise and make recommendations to the director concerning those issues. The principal will work with the staff to ensure that the established discipline policy is enacted as written; this, like all policy implementation, may include training, modeling, and extra supervision. He or she will work with the faculty to determine a budget that will provide the greatest benefit for the students. The principal will review the expenses of different operations and grant funds and make recommendations to the director on contract awards, spending and various other details. The principal will meet with and council parents and students on issues that have been referred to him or her by the faculty. The principal will perform any other duties that are requested and approved by the director.

Teachers and parents can always speak to the principal about leadership, curriculum, professional development, or other operational decisions. The principal will speak to the director

concerning these issues, but he or she will strive to make decisions that take into account the input of all the members of the school community. While we believe that the principal must have the autonomy and flexibility to make the key decisions that make for an excellent school, part of excellent leadership is listening to the diverse voices that make up the school: students, parents, and teachers alike. The principal may create structures, such as a faculty leadership team, parent council, or student council, that allow for more formal participation in decision-making. Information is included in sections 17 and 19 on school structures that support student and parent involvement.

- Applies strategies of adult learning across teacher leadership activities
- Informs and facilitates the design and implementation of coherent, integrated professional development based on assessed student and teacher needs
- Assists teachers in analyzing classroom and state assessment data to inform instruction
- Provides demonstration lessons in curriculum and teaching techniques for classroom teachers and others
- Facilitates communication about research based instructional practices and student achievement between and among teachers, within and across grade level
- Assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP) process
- Demonstrates current instructional technology in the classroom and for data analysis
- Provides differentiated assistance to teachers based on individual needs
- Facilitates and participates in district and building level training

**Requirements/Qualifications:**

- Valid Arkansas teaching license/Highly Qualified Teacher
- Four (4) years classroom teaching experience
- Principal License (Preferred)
- Skillful collaborator as evidenced by:
  - Communication skills
  - Collaboration skills
  - Interpersonal skills
  - Experience with instruction of adult learners
  - Time management
  - Planning and organizational skills
- Skillful in curriculum implementation and evaluation as evidenced by:
  - Knowledge of Arkansas content standards
  - Knowledge of effective/research based instructional practices
  - Knowledge of researched based assessment
  - Data analysis skills
  - Problem solving skills
  - Experience providing/facilitating professional development/learning
  - Knowledge of pedagogy
  - Research Based Ideas

The Principal of eBLAST Academy will also serve as an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where

high expectations and results are the norm. He/she will be responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of the Principal must always be aligned with the mission, vision, core values and educational program of eBLAST Academy.

### **Core Subject Teacher**

While the school will not require teacher certification on all teachers (see requested waivers below), it is the intent of the school to employ only highly qualified, degreed teachers with exceptional qualities in training, experience and teaching ability. We do understand that waivers cannot be obtained for certain teachers. The primary responsibility of the teacher is to ensure that all students are meeting or are on target to meet the goals and therefore the mission established by the school. This can only be accomplished by focusing on student achievement through quality instruction. Teachers are expected to maximize learning in the classroom through good lesson planning and implementation along with effective discipline. Teachers are required to submit weekly lesson plans to the school principal in advance and approach him/her with any concerns or questions.

In order to maximize the effectiveness of classroom instruction and the school year at large, a substantial amount of time must be spent planning. Teachers at eBLAST will spend one week planning and working together to improve the school while the students are on summer vacation. This time will consist of planning, curriculum writing, professional development, and team bonding strategies. This work will not cease when the students arrive at school. Teachers will be given planning time each day and must also meet weekly as a group to discuss ways of increasing student achievement.

Teachers are responsible for continually maintaining high expectations and providing opportunities for the students to thrive not only academically, but socially and physically as well. Teachers are responsible for monitoring students during breakfast, homeroom, and independent study times. Teachers are expected to show their support to students constantly, by being available by phone, by providing extra help, and consistently contacting parents.

### **Key Qualities:**

- Works well in and contributes to teams
- Works hard and is dedicated
- Constantly strives for excellence
- Has a passion for teaching children
- Believes that all children can and will learn
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- A strong ability to teach
- Knowledgeable in a particular subject matter
- Effective communicator
- Responsible

### **Bookkeeper**

The bookkeeper will have the primary responsibility of running the school's business and financial operations. These responsibilities consist of:



- Preparing and monitoring the school's budget
- Managing cash flow
- Preparing balance sheets and year end statements
- Keeping track of accounts payable and accounts receivable
- Ordering school supplies and materials
- Managing the school's inventories
- Preparing reports for the public
- Preparing and dispersing school publications
- Writing grants
- Managing the school's bank accounts
- Managing individual school accounts
- Analysis of standardized test results
- Vendor relations

The Bookkeeper, however, will do much more than sit in the office all day. This person shall be skilled in the use of APSCN or will take the necessary classes to become skilled in its use, as well as any and all software required for the job.

The Bookkeeper will work closely with the School Director in community relations. The Bookkeeper will help present fiduciary information to the Board of Directors. The Bookkeeper will also be critical in the dissemination of mandatory test and school results to both the state and the community. The Bookkeeper will help the School Director serve as a community and district liaison. Often, the Bookkeeper will be a representative of the school when the School Director is unavailable.

#### Key Qualities:

- Works well in and contributes to teams
- Works hard and is dedicated
- Constantly strives for excellence
- Curious and hungry for knowledge
- Constantly reflecting and improving
- Possesses a high degree of integrity
- Knowledgeable in finances and budgets
- Effective communicator
- Highly organized and efficient
- Responsible

#### **Custodian**

The job of custodian is done for the purpose/s of maintaining an attractive, sanitary and safe facility; providing adequate arrangements for meetings, classroom activities and events; and minimizing property damage, equipment loss and/or liability exposure.

#### Essential Functions

- Arranges furnishings and equipment (e.g. desks, chairs, podiums, bleachers, overhead projectors, etc.) for the purpose of providing adequate preparations for meetings, classroom activities and events.

- Attends in-service training (e.g. blood borne pathogens, cleaning solvents, floor care, First Aid, etc.) for the purpose of receiving information on new and/or improved procedures.
- Cleans assigned school facilities (e.g. classrooms, offices, gym, restroom, multipurpose rooms, pools, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Evaluates situations (e.g. involving other staff, students, parents, visitors, etc.) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.
- Inspects school facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition and/or safety and cleanliness, and identifying necessary repairs due to vandalism, equipment breakage weather conditions, etc.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.) for the purpose of ensuring the availability of items required to properly maintain facilities.
- Prepares facilities for daily operations (e.g. opening gates/access doors, disarming security systems, raising flag, providing cross walk signs, etc.) for the purpose of ensuring school facilities are operational and safe for occupancy.
- Prepares reports (e.g. safety hazards, work orders, supply requisitions, etc.) for the purpose of documenting and/or conveying information to other personnel.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, injured and ill students, alarms, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functional educational environment.
- Secures facilities and grounds for the purpose of minimizing property damage, equipment loss and potential liability to organization.

#### Other Functions

- Assists other personnel, as may be required, for the purpose of ensuring an efficient and effective work environment.
- Delivers various items (e.g. supplies, mail, packages, etc.) for the purpose of distributing materials to appropriate parties.
- Repairs furniture and equipment (e.g. minor repairs, assemblies, etc.) for the purpose of ensuring that items are available and in safe working condition.

#### Job Requirements: Minimum Qualifications

##### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operating industrial cleaning equipment, preparing and maintaining accurate records, and meeting local health requirements.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and follow instructions; and understand multi-step written and oral instructions. Specific knowledge required to satisfactorily perform the functions of the job includes: industrial cleaning



methods and procedures, types of chemical solutions and their safety considerations commonly used in the cleaning process, and standards of safety.

ABILITY is required to schedule activities; collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals; work with specific, job-related data; and utilize a variety of job-related equipment. In working with others, problem solving is required to identify issues and create action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is moderate. Specific abilities required to satisfactorily perform the functions of the job include: adhering to safety practices, working under time constraints, being flexible to deal with frequent interruptions, and communicating with persons of varied cultural and educational backgrounds.

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; and operating within a defined budget and or financial guidelines. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the Organization's services.

Below is the proposed personnel needs for the year 2010-2011 (see attachments 8 for more details).

| <b>Position</b>                     | <b>Number</b> |
|-------------------------------------|---------------|
| School Director                     | 1             |
| Bookkeeper                          | 1             |
| Special Education/Classroom Teacher | 1             |
| Classroom Teachers                  | 11            |
| Custodian                           | 2             |
| Maintenance                         | 1             |
| Food service                        | 2             |
| Principal                           | 1             |
| Special programs                    | 1             |
| Secretary                           | 1             |
| Nurse                               | 1             |
| Substitutes                         | 3             |
| Totals                              | 26            |

### **13. Business Office**

eBLAST School will take several steps to ensure that it is in compliance with all financial regulations and acceptable operating practices. We intend to reduce unnecessary inefficiencies and minimize the potential for unethical behavior by using a regulatory system, not a creative one. All transactions will involve multiple players and steps, where each individual stays within their area of responsibility. It is the responsibility of the School Director and Bookkeeper to plan a budget that is financially stable and allocates the appropriate resources to run an effective school. The Board of Directors will approve the budget before it is implemented. Most

transactions will then begin with a faculty requisition. The Bookkeeper must check the finances and the School Director must approve the acquisition. (A procurement process may be necessary for significant items.) The Bookkeeper will then order the supplies with the necessary purchase order. The School Director will sign the checks, and a co-signature will be required for checks over \$10,000. All financial transactions will be recorded and reflected in reports to the board. All inventory and financial records will be kept with APSCN software as required by the state.

The School Director and Bookkeeper will develop an annual budget after soliciting input from faculty members, community members, parents, and board members. The School Director will present the proposed budget to the Board of Directors for approval at its regularly scheduled July board meeting.

#### **14. Annual Audit**

eBLAST Academy will work with the State of Arkansas to arrange for an audit by the Division of Legislative Audit, in compliance with Arkansas Code 6- 1- 1(101).

eBLAST will provide a yearly update on school progress, as an additional viewpoint on school development. This evaluation provides feedback to the school, the Board, parents and the community on the effective implementation of the school design and collects evidence on whether the school is meeting its goals.

#### **15. Reporting Education Data**

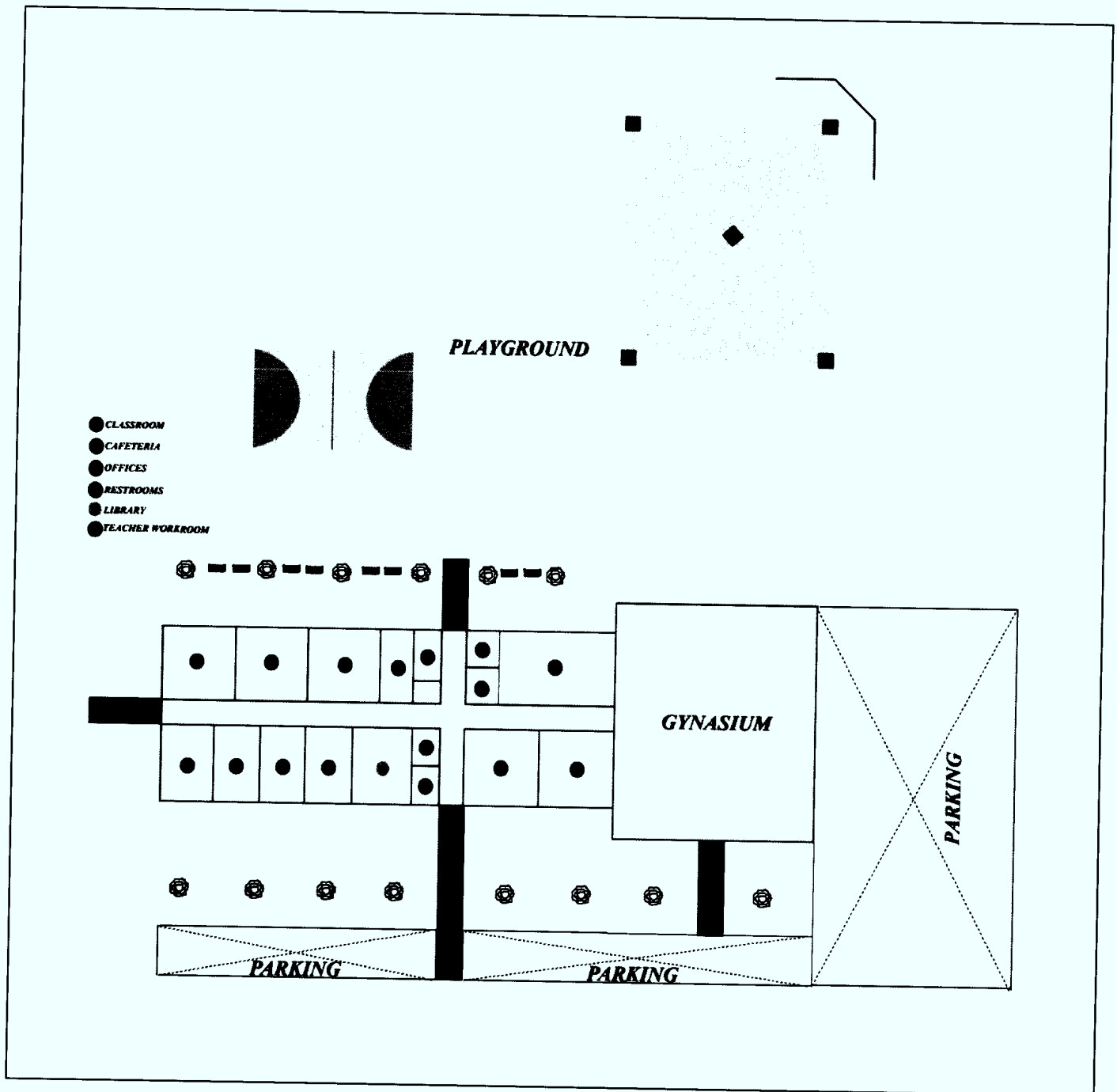
eBLAST Academy will fully participate in the Arkansas Public School Computer Network (APSCN) for reporting education data, as required. The school will hire a full-time Bookkeeper to work with this data network. Please see section 13 for additional information. APSCN will be used for all educational data as well as financial data.

#### **16. Facilities Description**

S.A.F.E. has entered into an agreement with Rosa Lee Young for the purpose of leasing a building facility on 306 Walnut in McNeil, Arkansas. The agreement and supporting documents are included as an attachment. She has donated the first two years of rent to eBLAST, with the rent of \$4,000 per month beginning in the year 2012 (see attachments 7).

The relationship between the school and the lessor is that of tenant and landlord as described in the attached documents. The lessor has no relationship to the school board. As stated in the attached documents, the facility will meet all federal and state requirements for a school building, including ADA and IDEA. There are no asbestos issues with the building. The McNeil city authority has stated that the site may be used for a school. There are no locations that sell alcohol within 1000 feet of the facility. Columbia County is a dry county. The building is currently in compliance with the American's with Disabilities Act (ADA) and the Individual's with Disabilities Education Act (IDEA). The building is approximately 62'x107' with a gymnasium 84'x72' with a gross square footage 12,682 ft.<sup>2</sup> A floor plan of the proposed school site is attached below. The building will be updated and repaired to meet ADE requirements before school begins.

eBLAST Academy Site  
306 Walnut  
McNeil, AR 71752



## **17. Student Services**

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

**Health Services:** Health services shall be provided to the students of the school as needed on a contracted basis. The school will develop, before opening, complete health services and health emergency policies and procedures. The school plans on hiring a full time nurse who will be responsible for measuring and documenting student information in APSCN.

**Media Center:** It is the intent of the school to use the facilities and collections of the local public library system until such time as the school can develop a library and media center of its own. However the school plans on beginning its own library in the first year and has set aside appropriate funds.

**Transportation:** The school does not plan to provide transportation to and from school in its initial year, however, it reserves the right to provide this service if needed. Provision of transportation will be an annual decision of the Board of Directors. SAFE has been working with area churches and carpooling to assist disadvantaged students in transportation needs. We are planning on adding a strategic bus plan that will accommodate disadvantaged students as the funds become available.

**Food Services:** The school intends to participate in the USDA's Child Nutrition Program as administered through the Child Nutrition Unit of the Arkansas Department of Education for all students found eligible, and to make available meals for other students at a reasonable cost through our food service department. The food service department will consist of a food service director and two food service workers. We will purchase "Meal Time" software to evaluate and protect the rights of students who are disadvantaged.

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

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

## **18. Food Services**

The school will provide hot and cold nutritious meals for all students every day at a reasonable cost. The food service director will participate in all federal and state training as required, and ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. eBLAST will serve breakfast and lunch and all meals will comply with the federal food nutrition guidelines. Students will have milk, fruit and an entree each day, and there will be other options to include students with dietary restrictions. We will actively work with the Food Nutrition Department of ADE to accommodate those students who need free or reduced price lunches. We will purchase "Meal Time" software to evaluate and protect the rights of students who are disadvantaged.

## **19. Parental Involvement**

eBlast Academy is committed to involving each parent as a partner in his or her child's education. Maintaining family engagement on an ongoing basis throughout the school year is an important part of a home to school connection which is essential for preparing students for success in high school and college. There are numerous venues which we will utilize to involve families on an ongoing basis, including but not limited to:

- A Family, Student and School Compact which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.
- Home visits welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.
- An Annual Summer Orientation provides a forum for families to learn about the school's academic program, tour the school building and receive the *Student Handbook*. All new students, families and staff participate in an orientation to welcome them to the community.
- Weekly communication from both the school leaders and classroom teachers will provide ongoing updates on school events, classroom instruction and individual student progress.
- Monthly Family Meetings for families include information about how families can help students at home as well as some cultural education for families.
- Quarterly Family - Student - Teacher Conferences are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

In addition to the aforementioned opportunities for families to be involved with the school, parents have the opportunity to be involved with the school board, volunteer in the school and organize school events.

## **SCHOOL-PARENT-STUDENT COMMITMENT**

*eBLAST Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), and the students of eBLAST Academy, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

***This school-parent-student commitment will be in effect during school year 2010-2011.***

**eBLAST Academy will:**

**1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**



*All students who attend eBLAST Academy must be committed to educational excellence and their parents or guardians must also commit to involvement in the student's education.*

*We use the ADE curriculum frameworks just like all other public schools but our curriculum is based on a vertical alignment instead of a horizontal (grade level) alignment so that the student can advance beyond normal bounds. Students who complete their education here will be ready for high school and college level work and be able to enter without any remedial classes. We specialize in teaching our students fluency in Spanish because knowledge of foreign languages will increase chances of finding jobs, and being promoted in our growing global economy.*

*The class size is kept small so that no child will be left behind. The classes average about 18 students. We also utilize the most up to date software and technology for all classes.*

**2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

***October 8<sup>th</sup>, 2010 and March 18<sup>th</sup>, 2011.***

**3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**  
*Daily homework and tests results.*

*Weekly portfolio reports will be sent to the parents/guardians for examination and signature.*

*Report cards will be distributed at the end of each nine weeks and parent will be required to sign their child's class agenda daily.*

**4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

*Staff will be available from 3:00 to 4:00 pm Monday through Friday or during their prep period by appointment.*

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

*Parents may sign up to volunteer in the school office and will be notified of new volunteer opportunities through parent notices.*

*Parents are invited and encouraged to be a part of the Parent/Teacher Organization of the school which meets once a month.*

## **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**



- *We will make sure our child arrives at school on time.*
- *We will make sure our child comes to school every day unless excused.*
- *We will make arrangements for our child to attend after-school activities as designated and make appropriate transportation arrangements.*
- *We will ensure that our child attends the one week summer session.*
- *Making sure that homework is completed.*
- *We will sign our child's agenda daily.*
- *We will examine and sign our child's weekly progress report.*
- *We will volunteer in our child's classroom.*
- *We will participate, as appropriate, in decisions relating to our children's education.*
- *We will promote positive use of our child's extracurricular time.*
- *We understand that our child must follow eBLAST Academy's rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.*
- *We will stay informed about our child's education and communicate with the school by promptly reading all notices from the school or the school district either received by our child or by mail and responding, as appropriate.*
- *We will read and we do approve of the rules and guidelines in the school handbook.*
- *We will serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

### ***Student Responsibilities***

**I, as an eBLAST Academy student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:**

- *Arrive at school every day on time.*
- *Come to school every day unless excused.*
- *Attend after-school activities as designated.*
- *Read and approve of the rules and guidelines in the school handbook.*
- *Attend the one week summer activity.*
- *Always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.*
- *Always make myself available to parents and teachers, and address any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.*
- *Always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my classmates and give everyone my respect.*

- *Be responsible for my own behavior, and I will follow the teachers' directions at all times.*
- *Be courteous to all people at eBLAST Academy.*

## **School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, eBLAST Academy will:

- *Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.*
- *Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.*
- *Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.*
- *Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.*
- *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
- *Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.*
- *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.*
- *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.*
- *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
- *Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*

- *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*

|                          |                    |                  |
|--------------------------|--------------------|------------------|
| _____<br>School Official | _____<br>Parent(s) | _____<br>Student |
| _____<br>Date            | _____<br>Date      | _____<br>Date    |

## 20. Exemptions from Provisions of Title 6

In order to implement eBLAST Academy's program fully and effectively we wish to make full use of our autonomy as a proposed charter school. We will be best able to serve the children and families at the Academy with the following waivers:

- We request a waiver from 6-2-17, Subchapter 3 (301) (d), 6-17-309. Employment of Certified Personnel. We request this waiver because part of the strength and promise of a charter school is that it can "operate independently of the existing structure of local school districts." Our autonomy is crucial to implement the program we have designed and to inspire educational professionals to dedicate themselves to the work of teaching children and to execute at a level not yet seen in many K-8 settings. Our staff and board need the flexibility to offer the raises and salaries they see fit, adhering to the school's compensation policy and all relevant laws ensuring non-discrimination, so that they can recruit, promote, and retain the most talented staff possible. We ask not to be limited to only 7.5% raises and to be exempt from having to petition the state board to go above this number if the situation, market, and employee's performance warrant such a raise. We will hire only highly qualified personnel. We do not ask for a waiver on highly qualified teachers.
- We request a waiver from 6-2-17, Subchapter 4 (401), or 6-17-401. Teacher's license requirements. This part of the law requires all teachers to be licensed in order to teach and to be paid. eBLAST Academy requests this waiver because we seek to provide a unique program. We will use an innovative, research-based program which builds upon the benefits afforded by the arts to help children succeed in the core subjects and develop their craftsmanship and their appreciation for the musicians, painters, sculptors, and other masters whose works make up part of the canon. Finding teachers who are passionate about their teaching and about music and arts, who have deep knowledge of how to teach core subjects and languages and arts, and who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have gotten their experience in a private school or have taken some non-traditional path to the classroom. All of our teachers will be Highly Qualified and will need to meet specific and rigorous network hiring standards. However, within those requirements, we want our principal to be able to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license.
- We request a waiver from 6-2-17, Subchapter 7 (702) (a) (1) (A), or 6-17-702(a) (1) (A). Staff development sessions. If this would allow any teacher to attend

professional development sessions against the wishes of the principal, we request a waiver. eBLAST Academy has developed a carefully planned professional development calendar that dovetails with our educational model. The principal and director plan sessions needed by the staff and, at times, small groups or even individuals. Professional development is well-planned and extensive. At times, the principal may decide, with input from teachers, to use external professional development to support a teacher. But we believe that this decision must ultimately be the principal's, since he or she is the one who is most accountable for each teacher's effectiveness and results.

- We request a waiver from 6-2-17, Subchapter 9 6-17-919. Warrants void without valid certificate and contract. Arkansas requires a teacher to be certified and under contract in order for his or her pay warrant to be valid.
  - (a) All warrants issued in payment of teachers' salaries are void unless:
    - (1) (A) The teacher is licensed....in the State of Arkansas....or
    - (B) The public school district employing the teacher has other documentation from the Office of Professional licensure of the Department of Education authorizing employment of the teacher under the conditions set forth by the department in the documentation;
    - (2) The teacher has been employed by a valid written contract; and
    - (3) Copies of such contract are on file in the office of the county treasurer or the school district treasurer if the school district has its own treasurer.

Since we have requested a waiver from the requirement that teachers be licensed, we also request a waiver from this requirement so we are able to legally pay our faculty.

- We request a waiver from 6-2-17, Subchapter 24(2403)(a), or 6-17-2403(a). Minimum teacher compensation schedule. We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use a compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up keep for a facility, we must be quite conservative in our budgeting.
- 10.02 CLASS SIZE AND TEACHING LOAD. We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Class size will not exceed 22 in K and 25 in all other grades. We believe that data driven differentiated instruction will ensure that the needs of all children are being met.
- 15-03-1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law. We requested a waiver from the law which requires teachers to be licensed in Arkansas, stating that we would instead hire only teachers who met federal HQT standards and who were particularly well qualified to excel in our eBLAST program. We need the flexibility to find the best possible teachers, regardless of the specifics of their licensure status. Our board must have the autonomy to find the ideal administration, and that administration must be able to assemble a top-notch staff without only recruiting from the pool of candidates who are licensed in Arkansas. Working artists, foreign language speakers, experienced private school teachers, and teachers who are drawn from out of state to our schools' distinctive mission and pedagogy, and this mix is part of what helps us offer an excellent program. We ask



that we be allowed to hire qualified, talented, and dedicated educators even if they are not licensed in Arkansas.

- 16-02-3 Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years.
- 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department. eBLAST is as committed to providing support for gifted/talented and academically advanced students, just as it is to providing support for students who are lagging academically. Our educational program design is supportive of this population in several ways. We will gather data and write a simple learning contract that addresses areas of need with specific goals and strategies. Students may receive tutoring or extra coaching, or regular assignments may be enriched to better challenge and engage students. Gifted students may be asked to produce more complex pieces of writing, to incorporate arts to a greater depth, or to present work in a more challenging or individualized way. An adult in the school- usually the classroom teacher - will be assigned to track each student's progress and report to parents/guardians frequently. Because the learning contract can call for goals to be established in all subject areas, students who are advanced in one or two areas will not be held back in those subjects because of weaknesses in other areas. Conversely, we will not allow students to focus on their strengths and ignore areas where skill deficits exist. However, we do not have the capacity to hire a specific gifted-and-talented teacher, and we do not plan to develop a full program for these students, given our small size. Thus, we request a waiver from the requirement to follow specific guidelines in providing appropriate levels of challenge to gifted and talented children.
- The following are waivers that we request because a charter school is unique in its makeup and characteristics. These waivers will allow us to spend more time on tasks and utilize the school budget to its maximum.
  - 6-10-106 Uniform dates for beginning and ending of school year. The school design includes a summer program each year that is the beginning rather than the end of the school year. We also have a longer school year
  - 6-15-902 Grading scale - Exemptions - Special education classes. The school requests to remain as flexible as possible in this area.
  - 6-15-1004 Qualified teachers in every classroom. The school requests the flexibility to employ teachers it feels will be the most successful in the program regardless of certification status.
  - 6-16-124 Arkansas history. The school's social studies curriculum will include all state required elements including Arkansas history, but will present them in an integrated social studies curriculum.
  - 6-17-111 Duty free lunch period. The school's concept of supervision and student/teacher interactions requires the teachers to be present with the students during lunch.

- 6-17-203 Personnel Policy Committee. The school will not be large enough to meet the statutory composition of this committee.
- 6-17-302 Public school principals. The school wishes to employ school leaders especially trained regardless of certifications.
- 6-17-401 Teacher license requirement. As above the school requests to not be required to employ only licensed teachers.
- 6-17-418 Teacher certification - Arkansas history requirement. The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing the best teachers available.
- 6-17-902 Definition of a teacher. As the school would not necessarily employ only certified teachers, this law would be restrictive. We will hire only highly qualified personnel. We do not ask for a waiver on highly qualified teachers.
- 6-17-908 Teacher Salary Fund. As the school could employ non-certified teachers it requests to be exempt from this restriction on the Teacher Salary Fund.
- 6-17-919 Warrants void without certification: As the school will not necessarily employ only certified teachers, it would need a waiver from this restriction.
- 6-17-1001 Minimum base salary - Master's degree. The proposed salary schedule will exceed the Arkansas minimum salary schedules for all classifications.
- 6-17-1002 Salary amount - Annual Review. The proposed KIPP salary schedule will continue to meet or exceed state salary schedules for like positions.
- 6-17-1501 through 6-17-1510 Teacher Fair Dismissal Act. As all school employees will be at -will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.
- 6-17-1702 through 6-17-1705 Public School Employee Fair Hearing Act. As all school employees will be at-will. this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.
- 6-18-508 Alternative learning environment. The school will provide other alternatives when appropriate.
- State Board Rules and Regulations Waivers Requested
    - Teacher Education and Licensure. The school requests to ability to employ teachers that do not have state licensure.
    - Certified Staff Salary Schedules. eBLAST salary schedules exceed all state schedules for like positions.
    - Waivers of Minimum Salaries for Certified Personnel. eBLAST salary schedules exceed all state schedules for like positions.
    - Expenditure Requirements by Arkansas Schools. Categories and formulae will not be applicable to the school.
    - Minimum Schoolhouse Construction. The school would like flexibility as facilities decisions are being made.
    - Gifted & Talented Program Approval Standards. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet each student's academic needs.
    - Waivers of Earning Limitations under the Teacher Retirement System. The school could need to employ retired teachers in high need areas.
  - Standards of Accreditation Waivers Requested
    - V. B. #4 and #5. The school will employ a variety of instructional arrangements that



could at times exceed the limits listed here.

XI. A. It is the intent of the school to provide appropriate counseling services regardless of staffing ratios. Support services will be contracted rather than staff due to size.

16.01XIA (3) Guidance and counseling will be handled by professional teachers and administration due to number of students on campus.

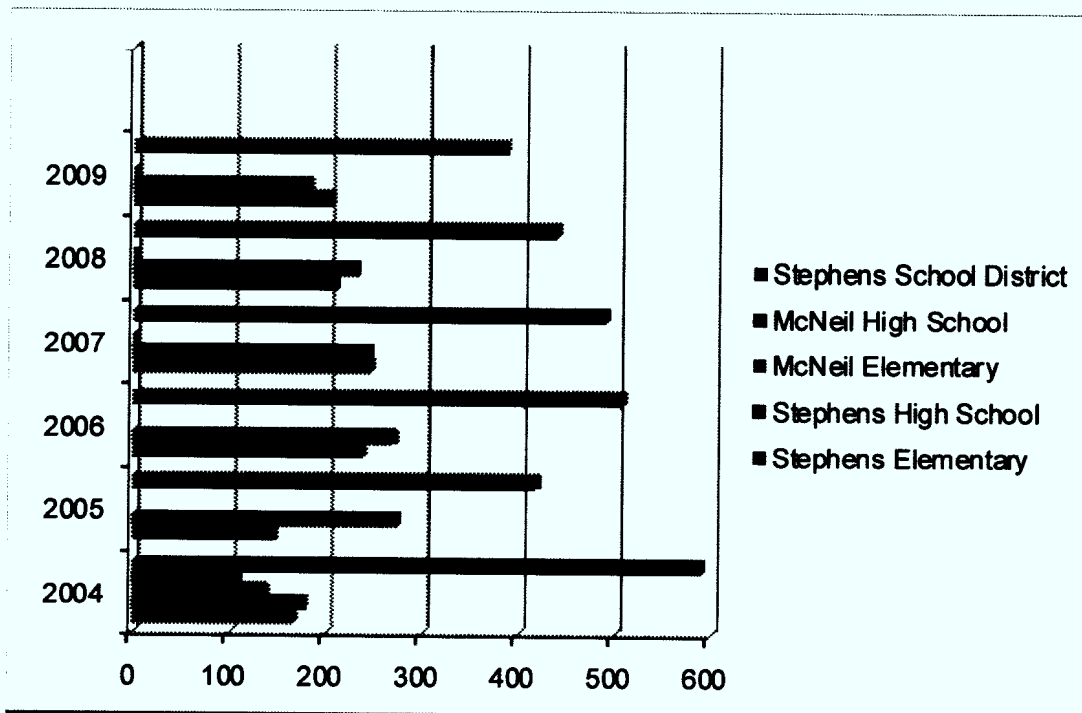
XI. B. As the school is starting as a small school, library access will be through the local public library. However, the school will have a library of its own.

XII. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet all individual academic needs.

15.01XA, 15.02XB The school will hire an executive director and a principal.

## 21. Potential Impact on Surrounding Districts

eBLAST Academy is a public, open-enrollment charter school created to bring excellent educational opportunities to all children regardless of race, religion, or socioeconomic condition. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that may draw students from anywhere in the state. The beginning enrollment is expected to be 200 students with the same racial make-up as Magnolia and Stephens schools. At full enrollment the school will reach 450 students over a ten year period. The impact appears to be very small on all schools but Stephens School District which is already suffering from self inflicted problems. The Stephens District has suffered from declining enrollment since its consolidation with McNeil. According to Mark Keith in *The Sunday News*, July 5, 2009, the previous superintendent of Stephens School District, "We lost 51 kids this year. I know it's because of the economy. There are no jobs here and most of the kids who are leaving are moving away because of it. It's been on a steady decline since the 2004-05 school year." See chart below for decline.



In 2004 the Stephens School District, which is located in Ouachita County, consumed the McNeil School District from Columbia County located South-West of their boundary lines. At consolidation a rather large rural school was formed with enrollment around 600. A consistent drop in enrollment has become a concern for the academic success of the students currently in the Stephens School District. The sharp decrease in the student population also proves detrimental in other areas of the community at large. If the students are leaving the area schools this must mean their family is also leaving the area. Loss in regular population will lead to lower real estate value and loss of job value. Another aspect to be inspected might be, if all students are expected to be 100% proficient by 2013-14, but our local School Districts aren't holding 100% of the students accountable to even graduate how can we expect the students to be proficient or even come to school for that matter. Student expectations and student attendance are directly related to one another, and it is our responsibility to ensure that children reach academic success all of the way through school.

In 2005 the Stephens School District suffered a staggering 41% drop in student enrollment from just the previous year. Along with the slightly misleading increase in 2006 we gain students from another school consolidation (Magnolia-Waldo 2006). This slight increase is immediately lost the very next year. All in all from the start of the consolidation in 2004 Stephens School District averages 590 students, but it is clear there is a steady decline taking place that will continue. Subsequently, the loss of students has come to equal 53.25%, ending in 2009 with 385 students, a far cry from the start of over 600.

*All statistics and numbers were gathered from the Arkansas School Performance Reports through the Normes Website.*

**References:**

<http://normessasweb.uark.edu/schoolperformance/>  
[http://www.publicschoolreview.com/agency\\_schools/leaid/512870](http://www.publicschoolreview.com/agency_schools/leaid/512870)  
<http://stephens.k12.ar.us/06-07.htm>  
<http://arkansas.schooltree.org/public/McNeil-Elementary-004807-grades>.

Date of this notice: 04-13-2009

Employer Identification Number:  
26-4651894

Form: SS-4

Number of this notice: CP 575 A

For assistance you may call us at:  
1-800-829-4933

SOUTH ARKANSAS FOUNDATION ON  
EDUCATION  
% HEATHER PARRISH  
PO BOX 1072  
MAGNOLIA, AR 71754

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

**WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER**

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 26-4651894. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941  
Form 940

04/30/2010  
01/31/2011

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes* and Publication 4248, *EFTPS (Brochure)*. If you need to make a deposit before you receive your Welcome Package, please visit an IRS taxpayer assistance center to obtain a Federal Tax Deposit Coupon, Form 8109-B. To locate the taxpayer assistance center nearest you, visit the IRS Web site at <http://www.irs.gov/localcontacts/index.html>. Note: You will not be able to obtain Form 8109-B by calling 1-800-829-TAXFORMS (1-800-829-3676).

Internal Revenue Service  
Director, EO Rulings & Agreements  
P.O. Box 2508  
Cincinnati, OH 45201

Department of the Treasury

Date: June 26, 2009

SOUTH ARKANSAS FOUNDATION ON EDUCATION  
C/O THE EBLAST ACADEMY  
306 WALNUT  
MCNEIL, AR 71752

Employer Identification Number:  
26-4651894

Document Locator Number:  
17053-170-01304-9

Toll Free Number: 877-829-5500

Application Form: 1023

User Fee Paid: \$750.00

***Acknowledgement of your application***

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

***When can you expect to hear from us about your application?***

Your application was entered into our computer system and has been sent for initial review. Applications are initially separated into three groups: (1) those that can be processed immediately based on information submitted, (2) those that need minor additional information to be resolved, and (3) those that require additional development.

If your application falls in the first or second group, you will receive your exemption letter or a request for additional information, via phone, fax, or letter, within approximately 60 days of the date the application was submitted.

If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist. We assign applications in the order we receive them. If, after additional development, we conclude that you qualify for exemption, we will send you a letter stating that you are exempt from federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter explaining why we believe you do not qualify and will include a complete explanation of your appeal rights.

The IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

***Where can you learn more about the status of your application?***

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **Where Is My Exemption Application?** link found at [www.irs.gov/eo](http://www.irs.gov/eo) for the dates of cases currently being assigned.



# eBLAST Academy

In Conjunction with  
South Arkansas Foundation on Education

2009

## Preamble

\*This petition is an added effort of SAFE to form a Charter School (eBLAST Academy) in the McNeil Community Area.

\*eBLAST Academy will be a PUBLIC school that will be fully supported by the Arkansas Department of Education.

## Petition

\*We the undersigned are wholeheartedly supportive of the efforts of SAFE and the positive benefits our community will gain with eBLAST Academy. Our signatures will stand as a sign of approval for such a Charter School. Let it be known that the following signatures are in favor of eBLAST Academy to be located in McNeil, Arkansas.

| <u>Name (Print- First, Last)</u> | <u>Address</u>                   | <u>Signature</u>   |
|----------------------------------|----------------------------------|--------------------|
| Commie Kyle                      | 2561 Hwy 79N, McNeil             | Commie Kyle        |
| George Kyle                      | 2561 Hwy. 79N, McNeil            | George Kyle Jr.    |
| Linda Edington                   | 6011 Hwy 98E Magnolia            | Linda L. Edington  |
| John Paul Edington               |                                  | John Paul Edington |
| Inez Young                       | 1461 Columbia 43 McNeil AR       | Inez Young         |
| Shane Fuller                     | 456 Front St, Box 2541 McNeil AR |                    |
| Paula Horne                      | 721 N. Washington Magnolia AR    |                    |
| Dr. C. E. Horne                  | 721 N. Washington Magnolia AR    |                    |
| Karen Reynolds                   | 174 Beaver Lakes Rd. Malvern, AR | Karen Reynolds     |
| Austin Crank                     | 1112 Columbia Road 43 Malvern AR |                    |





# eBLAST Academy

In Conjunction with  
South Arkansas Foundation on Education  
2009

## Preamble

\*This petition is an added effort of SAFE to form a Charter School (eBLAST Academy) in the McNeil Community Area.

\*eBLAST Academy will be a PUBLIC school that will be fully supported by the Arkansas Department of Education.

## Petition

\*We the undersigned are wholeheartedly supportive of the efforts of SAFE and the positive benefits our community will gain with eBLAST Academy. Our signatures will stand as a sign of approval for such a Charter School. Let it be known that the following signatures are in favor of eBLAST Academy to be located in McNeil, Arkansas.

| <u>Name (Print- First, Last)</u> | <u>Address</u>      | <u>Signature</u>       |
|----------------------------------|---------------------|------------------------|
| <u>Nessie Davis</u>              | <u>PO Box 991</u>   | <u>Nessie Davis</u>    |
| <u>Toney Davis</u>               | <u>"</u>            | <u>Toney Davis</u>     |
| <u>TERRY LAWLIS</u>              | <u>P.O. Box 152</u> | <u>Terry Lawlis</u>    |
| <u>Joe James</u>                 | <u>P.O. Box 74</u>  | <u>Joe James</u>       |
| <u>Brenda Rawls</u>              | <u>" " 152</u>      | <u>Brenda Rawls</u>    |
| <u>Julie Dickerson</u>           | <u>PO Box 461</u>   | <u>McNeil Ar</u>       |
| <u>Gary Dickerson</u>            | <u>PO Box 461</u>   | <u>McNeil AR 71752</u> |
| <u>Beverly McHraw</u>            |                     |                        |
| <u>Melvin McHraw</u>             |                     |                        |
| <u>Lance R. Crawford</u>         |                     | <u>STEPHENS</u>        |





# eBLAST Academy

In Conjunction with  
South Arkansas Foundation on Education  
2009

## Preamble

\*This petition is an added effort of SAFE to form a Charter School (eBLAST Academy) in the McNeil Community Area.

\*eBLAST Academy will be a PUBLIC school that will be fully supported by the Arkansas Department of Education.

## Petition

\*We the undersigned are wholeheartedly supportive of the efforts of SAFE and the positive benefits our community will gain with eBLAST Academy. Our signatures will stand as a sign of approval for such a Charter School. Let it be known that the following signatures are in favor of eBLAST Academy to be located in McNeil, Arkansas.

| <u>Name (Print- First, Last)</u> | <u>Address</u>                       | <u>Signature</u> |
|----------------------------------|--------------------------------------|------------------|
| Amber M. Flowers                 | 83 Baxter Dr. Texarkana, TX          | [Signature]      |
| Chris Meeker                     | 1120 Orleans St. Texarkana, AR       | [Signature]      |
| Heather Cushman                  | 220 King St. Magnolia, AR 71753      | [Signature]      |
| Helen White                      | 122 Walnut Hill Dr. Hot Springs, AR  | [Signature]      |
| Benji Dison                      | 502 pure st Northlet Ar 71759        | [Signature]      |
| Amanda Dison                     | 5002 pure st Northlet AR 71759       | [Signature]      |
| Charles Braggdon                 | 1015 NW Ave #232 Edmond - 71730      | [Signature]      |
| Jeremy Horton                    | #4 Regency Circle Magnolia, AR 71753 | [Signature]      |
| William Horton                   | #4 Regency Circle Magnolia, AR 71753 | [Signature]      |
| Jacob Ricken                     | 4 Edwards Cir Magnolia, AR 71753     | [Signature]      |



# eBLAST Academy

In Conjunction with  
South Arkansas Foundation on Education  
2009

## Preamble

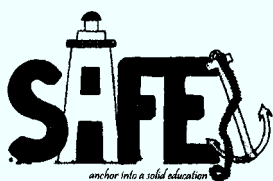
\*This petition is an added effort of SAFE to form a Charter School (eBLAST Academy) in the McNeil Community Area.

\*eBLAST Academy will be a PUBLIC school that will be fully supported by the Arkansas Department of Education.

## Petition

\*We the undersigned are wholeheartedly supportive of the efforts of SAFE and the positive benefits our community will gain with eBLAST Academy. Our signatures will stand as a sign of approval for such a Charter School. Let it be known that the following signatures are in favor of eBLAST Academy to be located in McNeil, Arkansas.

| <u>Name (Print- First, Last)</u> | <u>Address</u>                     | <u>Signature</u> |
|----------------------------------|------------------------------------|------------------|
| Cathy Covington                  | 88 Blackgum                        | Cathy Covington  |
| James Fox                        | 230 Whippoorwill Rd                | James Fox        |
| Geraldine Fipkin                 | 959 Lafayette <sup>Stamps</sup> 27 | Geraldine Fipkin |
| MARY Hairston                    | 3 Laf 90 <sup>Stamps</sup>         | Mary Hairston    |
| Billy L TEAGUE                   | 41 LAF 60 Buckner                  | Billy L Teague   |
| Jackie Teague                    | 41 LAF 60 Buckner                  | Jackie Teague    |
| Olinia Love                      | 307 W. <sup>Magnolia</sup> Rose    | Olinia Love      |
| Deborah Jameson                  |                                    |                  |
| Monica Love                      |                                    | Monica D. Love   |
| Thomas Bright                    | 200 Columbia 138                   | Thomas Bright    |



# eBLAST Academy

In Conjunction with  
South Arkansas Foundation on Education  
2009

## Preamble

\*This petition is an added effort of SAFE to form a Charter School (eBLAST Academy) in the McNeil Community Area.

\*eBLAST Academy will be a PUBLIC school that will be fully supported by the Arkansas Department of Education.

## Petition

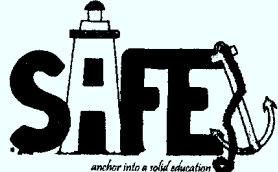
\*We the undersigned are wholeheartedly supportive of the efforts of SAFE and the positive benefits our community will gain with eBLAST Academy. Our signatures will stand as a sign of approval for such a Charter School. Let it be known that the following signatures are in favor of eBLAST Academy to be located in McNeil, Arkansas.

Name (Print- First, Last)

Address

Signature

| <u>Name (Print- First, Last)</u> | <u>Address</u>       | <u>Signature</u>  |
|----------------------------------|----------------------|-------------------|
| SAMANTHA FRANKLIN                | 661 North Magnolia   | Samantha Franklin |
| Douglas A Hinds                  | 422 Col 200 Magnolia | Douglas A Hinds   |
| Anita B. Hinds                   | 422 Col 200 Magnolia | Anita B. Hinds    |
| Steven D King                    | 3150 Col 27 So.      | Steven D King     |
| Dan Kil                          | 215 Monroe           | Dan Kil           |
| Courtney McHenry                 | 11009 Marcella       | Courtney McHenry  |
| Laura Parley                     | 2014 302 Stamps AR   | Laura Parley      |
| For Ely                          | 20 Lef 302 Stamps AR | For Ely           |
| Mary Aldridge                    | 2503 Hwy 314 Waddo   | Mary Aldridge     |
| Ken John Brantley                | 215 Col. Rd 150      | Ken John Brantley |



# eBLAST Academy

In Conjunction with  
South Arkansas Foundation on Education  
2009

## Preamble

\*This petition is an added effort of SAFE to form a Charter School (eBLAST Academy) in the McNeil Community Area.

\*eBLAST Academy will be a PUBLIC school that will be fully supported by the Arkansas Department of Education.

## Petition

\*We the undersigned are wholeheartedly supportive of the efforts of SAFE and the positive benefits our community will gain with eBLAST Academy. Our signatures will stand as a sign of approval for such a Charter School. Let it be known that the following signatures are in favor of eBLAST Academy to be located in McNeil, Arkansas.

Name (Print- First, Last)

Address

Signature

JAMES FANTINI 1502 COLQUITT James Fantini

Paula Woolley 2540 Col 34 Magnolia Paula Woolley

Berry Williams PO Box 485 Calion AR. Berry Williams

Unne Williams PO Box 485 Calion AR. Unne Williams

Andrew Cozart 47 Berkshire I.R. AR Andrew Cozart

Kathy Byrd 270 Col. 53 Kathy Byrd

Tom Byrd 270 Col. 53 Waco. Tom Byrd

Diane Bates 820 Smith Loop Diane Bates

Jessi Byrd 520 N. Madison Apt. 10 Jessi Byrd

Janice Byrd 3304 Walnut Texarkana Janice Byrd

Lita Wilson  
Storia Westmark  
Dennis Seho  
Alison Ciss

Brandy Wood  
Rogina Wood  
Merle Timmons

ANGELIA HARDWELL

Ruth New

Danny Bullock

Blair Young

Heather Davis

~~Jan Rith~~

Storia Hyl

Walt Hyl

Richy Lemou

Pearl Lemou

Wendy

Cecile Eads

Jennie Inghet

Betty Buckner

Onie Hyl

Jamal Brown

John Clark

Sharon Thomas

Carla Fyodor

BETTY MURRAY

~~Shirley Hunter~~

Shirley Hunter

Leonard (Arkey)

Travis Young

Greg Young

Bruce Eads

Cecile Eads

Ryan Rainwater

Kristi Rainwater

Ken Young



# Woman who fled sentencing captured

MOUNTAIN HOME, Ark. (AP) — A woman who failed to show up in February 2006 for sentencing on 20 counts of animal cruelty has been arrested in Vermont, Baxter County Sheriff John Montgomery said Sunday.

Tammy Christine Hanson, 42, was arrested Saturday in Sutton, in northeastern Vermont, by Caledonia County Sheriff Michael Bergeron, according to Montgomery.

Hanson was convicted in January 2006 and were allowed to remain free until a scheduled sentencing on Feb. 23. But only her lawyer, Paul Ford, stepped forward when the case was called. He told the judge he was surprised that the Hansons weren't in the courtroom, as he had talked with them almost daily in the weeks leading up to the sentencing hearing.

Baxter County authorities said in 2006 that hundreds of dogs, some rescued from Hurricane Katrina, were found on the couple's property. Deputies said the animals had sores, were living in cramped cages, and were groveling for food.

Montgomery said the Vermont sheriff got a tip that a couple living in Sutton under the names Christine and Henry Miller were actually the Hansons.

A news release from Montgomery's office said Tammy Christine Hanson was also wanted in Lawrence County, Mo., for failing to appear in circuit court on several counts of neglect of animals.

## Today in History

Today is **Monday, July 20**, the **201st day of 2009**. There are 164 days left in the year.

### Highlight in History:

On July 20, 1969, Apollo 11 astronauts Neil Armstrong and Edwin "Buzz" Aldrin became the first men to walk on the moon after landing their lunar module. As he set foot on the lunar surface, Armstrong spoke his famous line, "That's one small step for man, one giant leap for mankind." Aldrin, who followed, described the scene as "magnificent desolation."

### On this date:

In 1810, Colombia declared independence from Spain.

In 1861, the Congress of the Confederate States began holding sessions in Richmond, Va.

In 1871, British Columbia entered Confederation as a Canadian province.

In 1917, the draft lottery in World War I went into operation.

In 1944, an attempt by a group of German officials to assassinate Adolf Hitler with a bomb failed as the explosion at Hitler's Rastenburg headquarters only wounded the Nazi leader. President Franklin D. Roosevelt was nominated for an unprecedented fourth term of office at the Democratic convention in Chicago.

In 1954, the Geneva Accords divided Vietnam into northern and southern entities.

In 1976, America's Viking 1 robot spacecraft made a successful, first-ever landing on Mars.

In 1977, a flash flood hit Johnstown, Pa., killing more than 80 people and causing \$350 million worth of damage.

In 1982, Irish Republican Army bombs exploded in two London parks, killing 11 soldiers, along with seven horses belonging to the Queen's Household Cavalry.

In 1988, Massachusetts Gov. Michael S. Dukakis received the Democratic presidential nomination at the party's convention in Atlanta.

Ten years ago: After 38 years at the bottom of the Atlantic, astronaut Gus Grissom's Liberty Bell 7 Mercury capsule was lifted to the surface.

Five years ago: Former national security adviser Sandy Berger quit as an informal adviser to Democrat John Kerry's presidential campaign after disclosure of a criminal investigation into whether he had mishandled classified terrorism documents.

**Today's Birthdays:** Rockabilly singer Sleepy LaBeef is 74. Actress Diana Rigg is 71. Rock musician John Lodge (The Moody Blues) is 66. Country singer T.G. Sheppard is 65. Singer Kim Carnes is 64. Rock musician Carlos Santana is 62. Rock musician Paul Cook (The Sex Pistols, Man Raze) is 53. Actress Donna Dixon is 52. Rock musician Mick McNeil (Simple Minds) is 51. Country singer Rodney Foster is 50. Rock musician Stone Gossard (Pearl Jam) is 43. Actor Reed Diamond is 42. Actor Josh Holloway ("Lost") is 40. Singer Vitamin C is 40. Former baseball catcher Charles Johnson is 38. Actor Simon Rex is 35. San Francisco Giants catcher Bengie Molina is 35. Boston Celtics guard Ray Allen is 34. Actress Judy Greer is 34. Actor Charlie Korsmo is 31. Singer Elliott Yamin ("American Idol") is 31. Supermodel Gisele Bündchen is 29. Rock musician Mike Kennerty (The All-American Rejects) is 29. Baltimore Ravens quarterback Troy Smith is 25. Actor John Francis Daley is 24. Country singer-ballroom dancer Julianne Hough is 21. Actress Billi Bruno is 13.

**From the Banner-News, July 20, 1989:**

Charles E. Daugherty of

Magnolia was recently promoted to lieutenant colonel in the United States Air Force.

**From the Columbia Banner, July 18, 1889:**

Good.

The feeling among our citizens for a college in Magnolia is daily gaining strength. In nearly every crowd you can hear some one assert that no step of greater importance to Magnolians could be taken than the erection and corporation of a home college, where our boys and girls could finish their education and receive their diplomas. We record this as good news for the 300 or 400 bright Magnolia boys and girls, who are daily bounding into adults, and who, if not educated now, will go forth into the world uneducated. Of course, now and then, we find someone to say, "It can't be done." So they said about the railroad, brick block, the various fine churches, elegant new residences, present public school and such, but these improvements came like morning zephyrs from a distance, and they are still coming daily. The college must come likewise. So soon as all, or nearly all, of our people think the matter over thoroughly it will be advisable to call a meeting, to discuss the subject thoroughly, appoint committees, arrange plans and such. At this meeting it will be advisable to have a full attendance of gentlemen and ladies, so that the ideas and wishes of all may be known. We do not advocate spasmodic effort on this question. Deep thought, cool, deliberate action, with firmness, is what is required. Nothing more — nothing less.



Continue  
Your Summer!  
Week 8:  
New Brighton  
Jewelry  
Our 1/2 off sale continues  
Jennifer's

Public Hearing for an Open-Enrollment  
**Public Charter School**  
will be held on August 4, 2009, at 6:30 PM  
In the old McNeil High School Building  
306 Walnut Street, McNeil, Arkansas  
SAFE (South Arkansas Foundation on Education) has begun the preliminary ground work to begin a public charter school in Columbia County. You are invited to come and be a part of this tremendous opportunity for the area. For more information call Heather Parrish at 562-3344 or 562-2345.

315368



more information.

Arkansas Office of Continuing Education at 235-4005

# Charter school meeting tonight at former McNeil High campus

By JAMAL BROWN  
Staff Writer

Plans to convert the former McNeil High School building into a public charter school will be discussed tonight when the South Arkansas Foundation of Education meets.

The meeting will be held at 6 p.m. at the former McNeil High School building. The meeting is open to the public.

According to Heather Parrish, president of the South Arkansas Foundation for Education, the former McNeil High School site has been purchased to serve as a charter school.

Parrish said that the charter school will not be a private school, but a

public school. It will be open to children from anywhere in the state of Arkansas.

"We have bought the building for the charter school. What we are doing is allowing the public to come in for the first time to see the building," Parrish said.

Parrish explained that community members will be allowed to give their opinion on the plans for the school.

"We go before the State Board of Education in November so the thing is to let the community know how far we've gotten," said Parrish.

Should approval be granted by the State Board of Education, the new charter school will open in the fall of 2010.

Resident

the of-  
Deputy  
at Mu-  
at "he  
rs had  
ng and  
stood  
oking  
ue jail  
t with  
Rock  
id not  
ring.  
ing as  
igion:  
; U.S.  
enter  
with



# McNeil hears school plan

By JAMAL BROWN

Residents learned Tuesday night of a plan to create a public charter school in Columbia County.

The State Board of Education on Monday (5/22/00) presented the plan, along with information on what a public charter school does, to more than 30 people.

Should the State Board of Education approve the proposal later this year, the McNeil facility will be able to have a charter school for children in grades kindergarten through eighth grade.

The charter school will be available to any Arkansas resident in those grades.

"That means that if they want to get up every morning and drive down here from Fayetteville, they can do that," said James Young, executive director.

Young, who recently started a public charter school in Humphrey, Ark., talked about the steps that must be followed



James Young talks about a proposal to start to create a charter school on the campus of the former McNeil High School during a meeting Tuesday night.

In order for the State Board of Education to approve a public charter school for McNeil,

According to Young, there are only 24 eligible sites for charter schools in Arkansas. Young said that of the 24, only two were approved.

Young said that is more than an individual plan. The executive director of the in Central Arkansas and the state is looking for a charter school.

Young mentioned several important things that must be present in order to establish a charter school.

"Obviously, the most important requirement would be that we must have a facility," said Young.

The McNeil campus is the school consolidation plan for the old McNeil High School with various needs.

Having a charter school in McNeil will not free area residents of school property tax, but it will support the Stephens School District.

The McNeil charter school expects to receive grants to start its operation and other state money to continue in operation.

In addition, the school will receive approximately \$200 per student from the state.

Young said that public charter schools have been operating for years in other parts of the state.

Young also mentioned that there are several important things that must be present in order for the State Board of Education to consider approving public charter schools.

Young said that is more than an individual plan. The executive director of the in Central Arkansas and the state is looking for a charter school.

Young mentioned several important things that must be present in order to establish a charter school.

"Obviously, the most important requirement would be that we must have a facility," said Young.

The McNeil campus is the school consolidation plan for the old McNeil High School with various needs.

Having a charter school in McNeil will not free area residents of school property tax, but it will support the Stephens School District.

The McNeil charter school expects to receive grants to start its operation and other state money to continue in operation.

In addition, the school will receive approximately \$200 per student from the state.

Young said that public charter schools have been operating for years in other parts of the state.

Young also mentioned that there are several important things that must be present in order for the State Board of Education to consider approving public charter schools.

McNeil has three facilities for the school. The school is located on the corner of Main and 1st streets. The school is located on the corner of Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.

— Location of school is on Main and 1st streets.



# Banner-Expos

www.bannernews.net

Columbia County's  
Oldest Business  
Established in 1878

Magdolia, Arkansas

© 2008 Banner-News Publishing Company

## Charter school meeting Tuesday

By JAMAL BROWN  
Staff Writer

More plans pertaining to creation of a public charter school in McNeil will be discussed Tuesday night.

The South Arkansas Foundation on Education (S.A.F.E.) will have a meeting at 6:30 p.m. Tuesday in the former McNeil High School building.

"It's just our regular monthly meeting to discuss the progress we have made in starting the charter school," said Heather Parrish.

James Young, who operates a charter school in Humphrey, is executive director of S.A.F.E. He informed community members of the plans of the conversion of the school during a meeting last month.

Young told the community members that should the State Board of Education approve the proposal submitted by S.A.F.E. this fall, then the McNeil facility will be able to have a charter school for children in kindergarten through the eighth grade.

Should a charter school be approved it would be open to children throughout the state of Arkansas.

The community learned that charter schools generally have more flexibility than public schools.

Some of the freedoms that charter schools have include more options with school calendars, less state control and autonomy over discipline.

Young mentioned that having the support of people in the McNeil community is important when it comes to the

important when it comes to state approval of a charter school.

"If the community does not get involved and does not come to these meetings then the state will probably not approve it because of the lack of support," Young said.

In addition to community support at the meetings, the parents are needed to assist in the school building and transportation. Young said that several parents are needed to assist in the school building and transportation.

ents have shown interest in sending children to the charter school.

"This meeting is to get all the community support we can get and to get everybody to rally together as a community," Parrish said.

Meetings to discuss the plan for the charter school will be held the first Tuesday of each month.

For more information or to help, contact S.A.F.E. at (870) 562-3444, or attend Tuesday night's meeting.

Columbia County Form Family of the Year



# Residents learn about McNeil school concept

## Facilities, funds and foundation obstacles

By JAMAL BROWN  
Staff Writer

Area residents learned more Tuesday night about the process of acquiring a public charter school in McNeil.

James Young, executive director of South Arkansas Foundation on Education, said that in order for the State Board of Education to approve a charter school for McNeil, there must be a plan.

Young presented a "Three F's" plan to about 60 people that may persuade the State Board of Education to allow a charter school in McNeil.

"The most important thing is a facility," Young said.

"This (former McNeil High School) building may not be the best but it is better than what some charter schools have," he added.

According to Young, some charter schools meet in trailers while others meet in metal buildings.

Young said that SAFE will seek grants to improve and renovate the former McNeil High School building.

The second step is making sure that there are enough finances available to pay employees and maintain the building. Because it is a public charter school, the school will not receive any local property tax money.

The school tax millage that McNeil residents currently pay will continue to go to the Stephens School District.

The charter school will receive \$5,800 per student annually from the state, plus several grants.

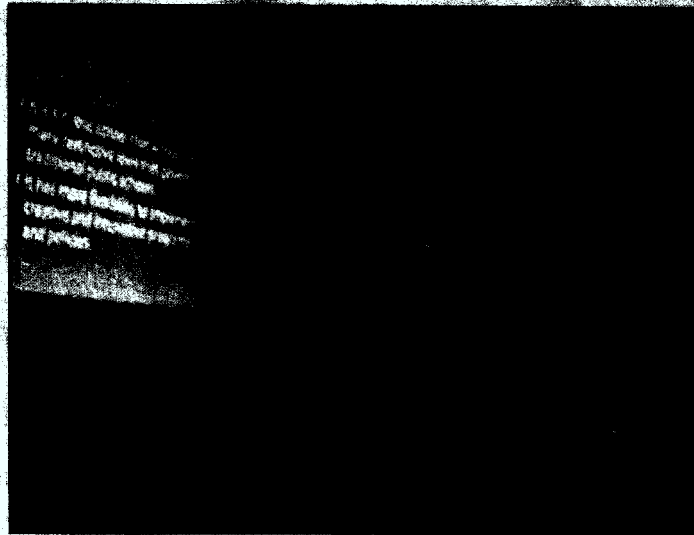


Photo by Jamal Brown

James Young discusses the plans for a charter school in McNeil on Tuesday night. Should the State Board of Education approve the proposal, a charter school will open in the former McNeil High School next year.

Grants that the school can receive include the Arkansas Department of Education Implementation Grant. Grants of up to \$150,000 may be awarded three times a year. This grant is used to purchase boards, desks, computers, projectors, and other equipment. It cannot be used to renovate the facility.

Young also mentioned that the final thing needed in the plan for the charter school is its educational foundation, which pertains to what will be taught at the school.

The school will be open to any student who is willing to sign a charter along with their parents.

The charter is an agreement that the student and their parents make with the school. The student promises to adhere to the rules of the school. The parents pledge to help enforce the rules of the school.

The charter school does not have district lines and is open to students throughout the state of Arkansas.

"Last month I was joking about if they wanted to come

from Fayetteville they could," Young said. "Well after that I got a call from a guy in Fayetteville who said that his son wanted to come to the school and that he would stay with his uncle in Magnolia," he added.

Young said that the desire to attend the charter school must be mutual between the child and their parents.

If the state grants approval for the charter school in McNeil, it will open on Feb. 1, 2001 with classes beginning around the first of August ahead of other public schools.

Eleven charter school applications were submitted to the state last year, but only two were approved. The McNeil school will be one of 14 entities applying to start a charter school by the 2010-2011 school year.

The school will be named eMAST Academy. The acronym stands for Business, Language, Arts, Science and Technology.

It will be open to students in kindergarten through eighth grade and will contain a stip-

ulation to include students who are in the ninth through 12th grades.

"If we don't add that condition to include students in ninth through 12th grade, then if enrollment increases then we have to go back before the State again for approval to include that," Young said.

If approved, the school will initially employ approximately 27 people, including 15 teachers, two custodial workers, a maintenance worker, a principal, two food service employees, someone for special education/counselor, a food service director, nurse, bookkeeper and secretary.

The school will also consist of a five-member board of directors who will be appointed to the position and will be overseen by a superintendent.

Students will be exposed to Spanish, athletics, music, art, various clubs, and other programs.

They will attend for nine weeks at a time with a two-week break between each of the four nine-week periods.

Young said that they are still working on transportation plans but it is likely that parents will be responsible.

The Stephens School District — a consolidation of the former McNeil and Stephens districts — has fallen to an enrollment of about 370 students. If enrollment drops below 350, a three-year timetable begins that could witness the consolidation of the Stephens district with another district. This factor was on the minds of people attending the meeting.

The need for one (charter school) is great here. Having small children to leave to go to Camden every day is too much, said a lady attending the meeting.

The next meeting will be held Tuesday, August 14, 6:30 p.m. at the former McNeil High School.



# Charter plan may cripple Stephens district

By MARY McNEILL  
Managing Editor

The fate of the Stephens School District may be sealed Tuesday night the last in a series of required meetings on the topic. If SAFE members win a state charter, the former McNell High School may be converted into the area's first open-enrollment public school for students in kindergarten through eighth grade.

Merger of the McNell and Stephens district in 2004 created a school with 650 students drawn from northeastern Columbia County and southwestern Ouchitua County. Since then, Stephens' enrollment has dropped to 370. Should enrollment fall below 350 students for three consecutive years, the process will begin to have Stephens consolidated with another school district.

Emerging from Tuesday's meeting and the two previous ones are the issues that a charter school would face. SAFE is a non-profit, tax-exempt corporation that has been around for the past

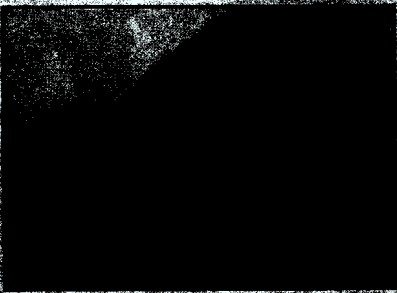


Photo by Mary McNeill

Dr. James Young, chairman of the charter school board, expects Tuesday night that a meeting at the old McNell High School.

long trips to another district that may absorb Stephens.

Dr. James Young, a former Columbia County resident who is superintendent of a charter school in Humphrey, has helped SAFE in its efforts to organize a McNell charter school. SAFE is a non-profit, tax-exempt corporation that has been around for the past

Young expressed dismay that no representatives from any neighboring public school district have appeared at any of the three McNell hearings, either to ask questions or state opposition. However, he does expect the Stephens district to fight creation of a charter school in McNell.

Admitted law allows nonprofit organizations to petition for a charter school. The state Board of Education must approve the petition. Charter schools have more flexibility in setting their curriculum and hiring teachers. They are not subject to state standards or teacher salaries. Charter schools can be taught in academic years not prescribed by the state.

The flip side is that the state also requires more accountability — violations of a school's charter may lead to its immediate closure, Young said, while regular public school districts can operate for years with few or no changes, even if they're listed as academically distressed.

The "open enrollment" section of charter schools means that it is not "accept" students from neighboring districts. Charter schools will be established

They receive the same \$300-per-pupil in state aid as any public school district. However, charter schools don't collect property taxes. Charter schools earn some money from private grants and gifts, Young said.

Also, up to \$450,000 in state funds will become available to the school within a year after its charter is approved.

Tuesday's meeting sets in motion a schedule that may lead to the school's approval by the state. Young said that SAFE may submit its application for a charter school by the end of the year. The state Board of Education will consider the school applications in November.

Young warned that the state does not automatically accept all charter school applications. Fifteen groups are expected to apply for the six charter school applications that the state will approve this year. Young estimates a 60-70 percent chance that SAFE's application will be approved. If the McNell charter is approved, the school is expected to open July 1, 2010.

Based on preliminary interest expressed by the public, Young estimates that about 200 students will be enrolled

They would be served by 15 teachers, a principal and approximately a dozen support personnel. While the school plans to serve students only through the eighth grade, the charter will allow for the addition of higher grades. Parking of young McNell-area students would have the option of sending children to the charter school or to Stephens, but high school students would still have to attend Stephens — or the district, with which it may merge.

One member of the audience suggested that if the charter school does open, it does enroll 800 students. It would mean the end of the Stephens district.

Young noted that the Camden Fairview School District opposed the Stephens-McNell merger and would probably move to annex Stephens if its enrollment continues to drop. The Magnolia district isn't interested in annexing Stephens, he said.

The proposed name for the McNell charter school is SAFE Academy. SAFE is an acronym for "Stephens Area Fairview Academy." Business language and terminology have been used in the past to

## INVOICE / STATEMENT

1 BANNER-NEWS PUBLISHING COMPANY  
134 S WASHINGTON  
MAGNOLIA, AR 71753  
(870) 234-5130

| 4 | BILLING DATE | 6 | TERMS OF PAYMENT | 3 | INVOICE NUMBER | PAGE |
|---|--------------|---|------------------|---|----------------|------|
|   | 06/30/09     |   | 07/15/09         |   | 128289         | 1    |

| 9 | ADVERTISER / CLIENT NAME |
|---|--------------------------|
|   |                          |

2 SO AR FOUNDATION OF EDUCATION  
306 WALNUT  
McNEIL AR 71752

| 7 | BILLED ACCOUNT NUMBER | 8 | ADV. / CLIENT NUMBER |
|---|-----------------------|---|----------------------|
|   | 1164698               |   |                      |

| 5 | BILLING PERIOD    |
|---|-------------------|
|   | 06/01/09 06/30/09 |

| ADVERTISING DEPARTMENT |
|------------------------|
| Retail Adv             |

| 10 | DATE     | 12 | DESCRIPTION              | 13 | CLASS/TYPE | 15 | DIMENSIONS | 16 | TIMES    | 17 | BILLED UNITS | U/M | 18     | RATE | 19 | AMOUNT |
|----|----------|----|--------------------------|----|------------|----|------------|----|----------|----|--------------|-----|--------|------|----|--------|
|    | 05/31/09 |    | BALANCE FORWARD          |    |            |    |            |    |          |    |              |     |        |      |    | 0.00   |
|    |          |    | PUBLICATION: BANNER-NEWS |    |            |    |            |    |          |    |              |     |        |      |    |        |
|    | 06/09/09 |    |                          |    | LOCL       |    | 3x2.00     |    | 1        |    | 6.00in       |     | 10.060 |      |    | 60.36  |
|    | 06/16/09 |    |                          |    | LOCL       |    | 3x2.00     |    | 1        |    | 6.00in       |     | 10.060 |      |    | 60.36  |
|    | 06/23/09 |    |                          |    | LOCL       |    | 3x2.00     |    | 1        |    | 6.00in       |     | 10.060 |      |    | 60.36  |
|    | 06/30/09 |    |                          |    | LOCL       |    | 3x2.00     |    | 1        |    | 6.00in       |     | 10.060 |      |    | 60.36  |
|    |          |    | Publication Totals:      |    |            |    |            |    | \$241.44 |    |              |     |        |      |    |        |

| 24 | AGING |       |       |               |
|----|-------|-------|-------|---------------|
|    | MAY   | APRIL | MARCH | OVER 3 MONTHS |
|    | 0.00  | 0.00  | 0.00  | 0.00          |

| 21 | AMOUNT                      |
|----|-----------------------------|
|    | 241.44                      |
| 25 | PLEASE PAY TOTAL AMOUNT DUE |
|    | 241.44                      |



**INVOICE / STATEMENT**

1 BANNER-NEWS PUBLISHING COMPANY  
134 S WASHINGTON  
MAGNOLIA, AR 71753  
(870) 234-5130

| 4 | BILLING DATE | 6 | TERMS OF PAYMENT | 3 | INVOICE NUMBER | PAGE |
|---|--------------|---|------------------|---|----------------|------|
|   | 07/31/09     |   | 08/15/09         |   | 128739         | 1    |

| 9 | ADVERTISER / CLIENT NAME |
|---|--------------------------|
|   |                          |

2 SO AR FOUNDATION OF EDUCATION  
306 WALNUT  
McNEIL AR 71752

| 7 | BILLED ACCOUNT NUMBER | 8 | ADV. / CLIENT NUMBER |
|---|-----------------------|---|----------------------|
|   | 1164698               |   |                      |

| 5 | BILLING PERIOD    |
|---|-------------------|
|   | 07/01/09 07/31/09 |

| ADVERTISING DEPARTMENT |
|------------------------|
| Retail Adv             |

| 10 | DATE     | 12 | DESCRIPTION              | 13 | CLASS/<br>TYPE | 15 | DIMENSIONS | 16 | TIMES    | 17 | BILLED<br>UNITS | U/M | 18     | RATE | 19 | AMOUNT   |
|----|----------|----|--------------------------|----|----------------|----|------------|----|----------|----|-----------------|-----|--------|------|----|----------|
|    | 06/30/09 |    | BALANCE FORWARD          |    |                |    |            |    |          |    |                 |     |        |      |    | 241.44   |
|    | 07/14/09 |    | Payment on Account       |    |                |    |            |    |          |    |                 |     |        |      |    | 241.44CR |
|    |          |    | PUBLICATION: BANNER-NEWS |    |                |    |            |    |          |    |                 |     |        |      |    |          |
|    | 07/13/09 |    |                          |    | LOCL           |    | 3x2.00     |    | 1        |    | 6.00in          |     | 10.060 |      |    | 60.36    |
|    | 07/20/09 |    |                          |    | LOCL           |    | 3x2.00     |    | 1        |    | 6.00in          |     | 10.060 |      |    | 60.36    |
|    | 07/27/09 |    |                          |    | LOCL           |    | 3x2.00     |    | 1        |    | 6.00in          |     | 10.060 |      |    | 60.36    |
|    |          |    | Publication Totals:      |    |                |    |            |    | \$181.08 |    |                 |     |        |      |    |          |
|    |          |    | PUBLICATION: SUNDAY NEWS |    |                |    |            |    |          |    |                 |     |        |      |    |          |
|    | 07/26/09 |    |                          |    | NONP           |    | 4x10.00    |    | 1        |    | 40.00in         |     | 12.200 |      |    | 488.00   |
|    |          |    | Publication Totals:      |    |                |    |            |    | \$488.00 |    |                 |     |        |      |    |          |

| 24 | AGING |      |       |               |
|----|-------|------|-------|---------------|
|    | JUNE  | MAY  | APRIL | OVER 3 MONTHS |
|    | 0.00  | 0.00 | 0.00  | 0.00          |

| 21 | AMOUNT                         |
|----|--------------------------------|
|    | 669.08                         |
| 25 | PLEASE PAY<br>TOTAL AMOUNT DUE |
|    | 669.08                         |

Magnolia School District

Post Office Box 649

Magnolia, Arkansas 71754-0649

July 12, 2009

Dear Superintendent and Board of Magnolia School District,

This letter is to inform you that South Arkansas Foundation on Education (S.A.F.E.) will be holding a public hearing to discuss our plans to submit an application to the Arkansas Department of Education, for a charter school located in McNeil, Arkansas.

The hearing will take place on Tuesday, August 4, 2009, at 6:30pm. The location for this event is 306 Walnut, McNeil, Arkansas, 71752.

Sincerely,



Heather Parrish

President, S.A.F.E.

306 Walnut

McNeil, Arkansas 71752

Attachment 4.a

| U.S. Postal Service <sup>TM</sup>                                                            |    |        |
|----------------------------------------------------------------------------------------------|----|--------|
| CERTIFIED MAIL <sup>TM</sup> RECEIPT                                                         |    |        |
| (Domestic Mail Only; No Insurance Coverage Provided)                                         |    |        |
| For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a> |    |        |
| OFFICIAL USE                                                                                 |    |        |
| Postage                                                                                      | \$ | \$0.44 |
| Certified Fee                                                                                |    | \$2.80 |
| Return Receipt Fee<br>(Endorsement Required)                                                 |    | \$0.00 |
| Restricted Delivery Fee<br>(Endorsement Required)                                            |    | \$0.00 |
| Total Postage & Fees                                                                         | \$ | \$3.24 |
| Sent To: Magnolia School District                                                            |    |        |
| Street, Apt. No. or PO Box No.: PO Box 649                                                   |    |        |
| City, State, ZIP+4: Magnolia AR 71754-0649                                                   |    |        |
| PS Form 3800, August 2006 See Reverse for Instructions                                       |    |        |

7008 2810 0001 4177 4161

0753  
0524 Postmark Here  
07/14/2009

Stephens School District  
315 West Chert Street  
Stephens, Arkansas 71764-8303

July 12, 2009

Dear Superintendent and Board of Stephens School District,

This letter is to inform you that South Arkansas Foundation on Education (S.A.F.E.) will be holding a public hearing to discuss our plans to submit an application to the Arkansas Department of Education, for a charter school located in McNeil, Arkansas.

The hearing will take place on Tuesday, August 4, 2009, at 6:30pm. The location for this event is 306 Walnut, McNeil, Arkansas, 71752.

Sincerely,



Heather Parrish

President, S.A.F.E.

306 Walnut

McNeil, Arkansas 71752

| U.S. Postal Service <sup>TM</sup>                                                            |         |                  |
|----------------------------------------------------------------------------------------------|---------|------------------|
| CERTIFIED MAIL <sup>TM</sup> RECEIPT                                                         |         |                  |
| (Domestic Mail Only; No Insurance Coverage Provided)                                         |         |                  |
| For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a> |         |                  |
| OFFICIAL USE                                                                                 |         |                  |
| Postage                                                                                      | \$ 0.44 | 0753             |
| Certified Fee                                                                                | \$2.80  | 05               |
| Return Receipt Fee<br>(Endorsement Required)                                                 | \$0.00  | Postmark<br>Here |
| Restricted Delivery Fee<br>(Endorsement Required)                                            | \$0.00  |                  |
| Total Postage & Fees                                                                         | \$ 3.24 | 07/12/2009       |
| Sent To Stephens School District                                                             |         |                  |
| Street, Apt. No., or PO Box No. 315 West Chert                                               |         |                  |
| City, State, ZIP+4 Stephens, AR 71764-8303                                                   |         |                  |
| PS Form 3800, August 2006 See Reverse for Instructions                                       |         |                  |

7008 2810 0001 4177 4178

Nevada School District  
6580 US Hwy 278  
Rosston, Arkansas 71858

July 12, 2009

Dear Superintendent and Board of Nevada School District,

This letter is to inform you that South Arkansas Foundation on Education (S.A.F.E.) will be holding a public hearing to discuss our plans to submit an application to the Arkansas Department of Education, for a charter school located in McNeil, Arkansas.

The hearing will take place on Tuesday, August 4, 2009, at 6:30pm. The location for this event is 306 Walnut, McNeil, Arkansas, 71752.

Sincerely,



Heather Parrish

President, S.A.F.E.

306 Walnut

McNeil, Arkansas 71752

7006 2810 0001 4177 4185

| U.S. Postal Service <sup>TM</sup>                                                            |         |            |
|----------------------------------------------------------------------------------------------|---------|------------|
| CERTIFIED MAIL <sup>TM</sup> RECEIPT                                                         |         |            |
| (Domestic Mail Only; No Insurance Coverage Provided)                                         |         |            |
| For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a> |         |            |
| ROSTON AR 71858                                                                              |         |            |
| OFFICIAL USE                                                                                 |         |            |
| Postage                                                                                      | \$ 0.44 | 0753       |
| Certified Fee                                                                                | \$2.80  | 05         |
| Return Receipt Fee<br>(Endorsement Required)                                                 | \$0.00  | 2          |
| Restricted Delivery Fee<br>(Endorsement Required)                                            | \$0.00  |            |
| Total Postage & Fees                                                                         | \$ 3.24 | 07/14/2009 |
| Sent To Nevada School District                                                               |         |            |
| Street, Apt. No., or PO Box No. 6580 US Hwy 278                                              |         |            |
| City, State, ZIP+4 Rosston, AR 71858                                                         |         |            |

PS Form 3800, August 2005 See Reverse for Instructions

Emerson-Taylor School District  
400 Church Street  
Emerson, Arkansas 71740-9706

July 12, 2009

Dear Superintendent and Board of Emerson-Taylor School District,

This letter is to inform you that South Arkansas Foundation on Education (S.A.F.E.) will be holding a public hearing to discuss our plans to submit an application to the Arkansas Department of Education, for a charter school located in McNeil, Arkansas.

The hearing will take place on Tuesday, August 4, 2009, at 6:30pm. The location for this event is 306 Walnut, McNeil, Arkansas, 71752.

Sincerely,

*Heather Parrish*

Heather Parrish

President, S.A.F.E.

306 Walnut

McNeil, Arkansas 71752

Attachment 4.d

7008 2810 0001 4177 4192

| U.S. Postal Service <sup>TM</sup>                                                            |         |                  |
|----------------------------------------------------------------------------------------------|---------|------------------|
| CERTIFIED MAIL <sup>TM</sup> RECEIPT                                                         |         |                  |
| (Domestic Mail Only; No Insurance Coverage Provided)                                         |         |                  |
| For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a> |         |                  |
| OFFICIAL USE                                                                                 |         |                  |
| Postage                                                                                      | \$ 0.44 | 0753             |
| Certified Fee                                                                                | \$2.80  | 05               |
| Return Receipt Fee<br>(Endorsement Required)                                                 | \$0.00  | Postmark<br>Here |
| Restricted Delivery Fee<br>(Endorsement Required)                                            | \$0.00  |                  |
| Total Postage & Fees                                                                         | \$ 3.24 | 07/14/2009       |
| Sent To Emerson-Taylor School                                                                |         |                  |
| Street, Apt. No., or PO Box No. 400 Church Street                                            |         |                  |
| City, State, ZIP+4 Emerson, AR 71740-9706                                                    |         |                  |
| PS Form 3800, August 2006 See Reverse for Instructions                                       |         |                  |

8/19/09

Dear South Arkansas Foundation

I would like to express my support for the e blest Charter School in McNid. We need a school where our children & grand children do not have to ride a bus for 2+ hours.

I worked in the public school system for 9 years as a secretary & tutor. I have been away in banking for the last 13 years. The public schools are not what they were when we went to school or even when I left from working there. It is bad when you leave a job because you fear for you and your family.

The children from here just to go to Stephens must catch a bus at 6:30 and for small children that is terrible. My child did go to the private school in Columbia County because she was flunking out in the public school after her dad passed away. I had the money to send her, but most families don't. My daughter couldn't afford this at all.

I would love to see a family community school here again. I have been a resident of the county all of my life.

Thanks, Jan Redman



8/19/09

Dear South Arkansas Foundation

I would like to express my support for the e blast Charter School in McNeil. We need a school where our children & grand children do not have to ride a bus for 2+ hours.

I worked in the public school system for 9 years as a secretary & tutor. I have been away in banking for the last 13 years. The public schools are not what they were when we went to school or even when I left from working there. It is bad when you leave a job because you fear for you and your family.

The children from here just to go to Stephens must catch a bus at 6:30 and for small children that is terrible. My child did go to the private school in Columbia County because she was flunking out in the public school after her dad passed away. I had the money to send her, but most families don't. My daughter couldn't afford this at all.

I would love to see a family community school here again. I have been a resident of the county all of my life.

Thanks, Jan LeDuff



August 27, 2009

State Department of Education  
Four Capital Mall  
Little Rock, AR 72201

Ladies and Gentlemen:

My name is Cledis Stuart and I am the Assistant Dean of Multicultural Affairs and Student Advancement at Southern Arkansas University. I am pleased to offer my support to the eBLAST Academy of McNeil, Arkansas. I think it goes without saying that a school with the mission of better educating underprivileged youths is needed in our area. I have a personal experience with the concept of charter schools, as my children attend the eSTEM Charter School in Little Rock, where my wife is also a teacher. I have noticed how they have been challenged academically and socially to excel beyond what they were encouraged to do within the public schools there.

In my role on campus, I work primarily with students of color in the areas of leadership development, diversity education, and post graduate preparation. I am excited about the possibility to offer my services to the eBLAST Academy as an in-kind gift. I will provide in-service teacher workshops, higher education exposure opportunities to students, and possibly higher education preparatory activities to willing participants. Essentially, my office will be available to eBLAST in whatever capacity it's administration sees fit.

Consequently, it is without hesitation that I offer support to efforts to establish eBLAST Academy in McNeil, Arkansas. The Academy will, undoubtedly, raise the standard of education with the region and perhaps become a benchmark institution for the rest of the state. If you have questions regarding the contributions of the Office of Multicultural Services at Southern Arkansas University to the Academy, please do not hesitate to contact me. Thank you for considering this outstanding proposal.

Respectfully,

A handwritten signature in black ink, appearing to read "Cledis Stuart".

Cledis Stuart, M.Ed.

Assistant Dean of Multicultural Affairs and Student Advancement

*J & R Ventures of Magnolia*  
*P.O. Box 190*  
*Magnolia, AR 71754 – 0190*

April 20, 2009

South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, Arkansas 71754

Dear SAFE and eBLAST Academy,

This letter is in support of your efforts to establish a Charter school in Columbia County. As a local business owner I see the need for a viable choice of schools for our local children to attend. I fully support your endeavors and will offer my help to your efforts.

I have studied your proposition and realize that the alternative you offer gives a choice for competition with local public and private schools without the tuition costs.

Sincerely,



Renee Eads

**BUTLER CHIROPRACTIC CENTER, INC.**

**J. ROB BUTLER, D.C.**

**P. O. Box 548  
Magnolia, Arkansas 71754-0548  
Telephone: (870) 234-2225  
Fax: (870) 234-4822**


**April 20, 2009**

**TO WHOM IT MAY CONCERN:**

**Re: SAFE and eBLAST Academy in McNeil, Arkansas**

**I feel there is a definite need for a public charter school in McNeil, Arkansas, for the benefit of our children in the area. As a property owner and taxpayer in the City of McNeil, I fully support the establishment of such a public charter school in the community. I fully support any and all endeavors in the commitment to establish this school.**

**Sincerely,**

A handwritten signature in black ink that reads "J Rob Butler D.C." with a stylized flourish at the end.

**J. Rob Butler**

## *Lewis Funeral Home, Inc.*

P.O. Box 38  
Magnolia, AR 71754  
Ph# 870-234-1010  
Fax# 870-234-5503

[www.lewisfuneralhome.biz](http://www.lewisfuneralhome.biz)  
email: [lewisfuneralhome@yahoo.com](mailto:lewisfuneralhome@yahoo.com)

P.O. Box 1007  
Springhill, LA 71075  
Ph# 318-539-1311  
Fax# 318-539-1313

April 20, 2009

South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, Arkansas 71754

Dear Arkansas Foundation on Education,

This letter is in support for a charter school in Columbia County. I feel as a parent, grandparent, and tax payer, a charter school would have a place in our community. Anytime children have the option of attending a school in their own community it would provide an environment of learning, belonging, and familiarity to their known surroundings.

Alternatives to the traditional public school will create the necessary competition for student enrollment and provide for a better education for all school children in Columbia County.

Sincerely,



Saundra J. Lewis

August 26, 2009

South Arkansas Foundation on Education  
P.O. Box 1072  
Magnolia, Ar. 71754

To: Whom It May Concern,

We here in McNeil feel we have suffered greatly over the consolidation of the schools in Arkansas. I personally feel that McNeil was lied to by Stevens and received a raw deal in the whole thing.

Now there is a chance to help McNeil again by starting a charter school here. It would help put some back to work as well as give our children a chance at a better education.

Our children would feel better and make better students because they would not have to get up so early in the mornings to catch a bus and therefore would improve their grade level as well as the Arkansas improvement rate.

It looks as though Stevens schools are going to be closing down and our children would have to bused all the way to Camden or Louisville if Magnolia did not take them in, therefore I urge to vote yes on the McNeil charter school.

Thank You for Your  
Time and Consideration

God Bless

  
Edwin & Sherry Phelps

P.O. Box 1603  
Magnolia, Ar. 71754-1603



PO Box 130  
McNeil, Arkansas 71752  
Tim Wood – Sewer and Water

**City of McNeil**  
**Mayor Glen Taylor**  
[www.mcneil-ar.com](http://www.mcneil-ar.com)

*Home of Festival on the Rails*  
Office: 870-695-3641  
City Clerk: Nancy Cook

---

*City Council: Pam Vaughn, Shirley Hunter, Regina Wood, Tony Hartsfield and Teddy Reynolds*

---

Mrs. Heather Parrish  
South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, AR 71754

Dear Mrs. Parrish:

The Mayor and City Council of McNeil would like to officially state our support as individuals, citizens and public servants for a charter school in Columbia County, Arkansas.

The school would offer many of our citizens the opportunity to send their children to a compliant school nearby while simultaneously improving our local school system through needed support; and provide the opportunity for students to advance beyond their historical economic bounds.

Additionally, a local school at McNeil's school facilities uniquely dovetails existing infrastructure with pressing educational needs.

We also believe it will provide our students with a better education that will directly increase the number of students who enter college each year from depressed areas in Columbia and surrounding counties.

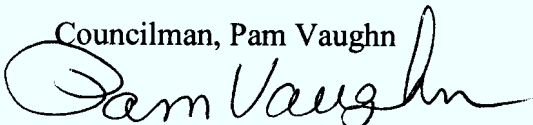
**Equitable education** is a state requirement for all children; and on that basis, without reservation, we strongly support a charter school in McNeil, Arkansas.

On Behalf of,

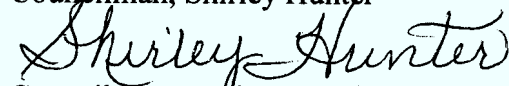


Mayor, Glen Taylor

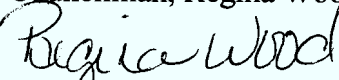
Councilman, Pam Vaughn



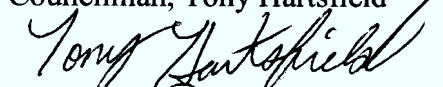
Councilman, Shirley Hunter



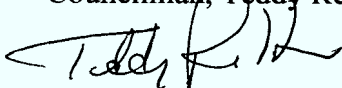
Councilman, Regina Wood



Councilman, Tony Hartsfield



Councilman, Teddy Reynolds



Edward Jones  
629 East Main  
Magnolia, AR 71753  
(870) 234-7902

Mark S. Wiley  
Financial Advisor

**Edward Jones**

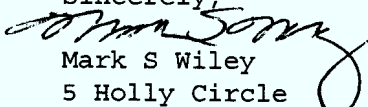
April 20, 2009

To Whom this may concern:

I sat at length and discussed the possibilities of a charter school in the old Mcneil area, which is currently being mandated to go to school across county line to Ouachita county to a district that is borderline attendance (350 rule) itself. The vision behind this charter school and the fact that tax monies will stay in the area of our county that have been forced to go out of county made a lot of sense to me. The 350 rule has caused Magnolia to be overburdened student wise, and has only propped up a failing situation in Stephens. A school with the discipline that is being envisioned and the quality that is being envisioned is what this end of the country needs more of. It will be a great compliment to our county situation, as the entire northern half of this county is not being served easily.

Please consider strongly in favor of the grants to start this charter school in the Mcneil area.

Sincerely,

  
Mark S Wiley  
5 Holly Circle  
Magnolia, Arkansas 71753

# Columbia County Library

PHONE 870-234-1991

BOX 668

2057 N. JACKSON

FAX 870-234-5077

MAGNOLIA, ARKANSAS 71754-0668

26 August, 2009

State Department of Education  
c/o South Arkansas Foundation on Education  
P.O. Box 1072  
Magnolia, AR 71754

To Whom It May Concern:

The Columbia County Library is very glad to offer its services to the intended eBLAST Charter School being proposed by the South Arkansas Foundation on Education. We believe that a charter school will encourage local scholarship and raise the standards for educational excellence within our area.

Our library is housed in a brand new 26,000 square foot building where we offer 13 free public computers, wireless internet throughout and a catalogue of over 120,000 items available for checkout. In addition, we offer e-books, movies, magazines, recorded books and even audiobooks on MP3 players. Our website is a rich one, with options including over twenty different digitally available educational and homework-oriented databases via the Arkansas State Library. Students are able to place item specific holds over the internet and recheck their books online. We have two private study rooms, as well as a large and small meeting room that we offer to non-profit organizations. Further, we have professionally degreed staff members with extensive experience in youth and young adult services and programming.

The Southwest Regional Library for the Blind and Physically Handicapped is also located at this facility. Any person with visual difficulties or who is physically challenged may make use of their 65,000+ volumes.

Once again, we welcome the inclusion of the proposed eBLAST Charter School to our community and extend our hand of service to them in partnership. Please call if I may be of further assistance,



Laura J. Cleveland MLIS

Director

Columbia County Library and

Library for the Blind & Physically Handicapped

2057 N. Jackson St.

Magnolia, AR 71753

Telephone 870.234.1991

[lura.cleveland@colcnty.lib.ar.us](mailto:lura.cleveland@colcnty.lib.ar.us)

Attachment 5

INFORMATION FOR ALL



## POLICE DEPARTMENT

South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, Arkansas 71754-1072

South Arkansas Foundation on Education,

I would like to show our support for a charter school in Columbia County. The education of our children is an important part of developing our future citizens and leaders within our community. As a law enforcement agency within south Arkansas we would like to provide any educational assistance, i.e. law enforcement programming, as may be necessary to fulfill your mission of educating the children of this area.

I look forward to assisting you regarding this program and if you have any questions feel free to contact me at the below listed phone number.

Thank you.

A handwritten signature in black ink, appearing to read "Eric S. Plummer".

Eric S. Plummer  
Chief of Police  
Southern Arkansas University Police Department

August 18, 2009

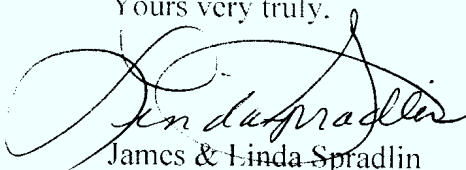
South Arkansas Foundation on Education  
P.O. Box 1072  
Magnolia, Arkansas 71742-0454

To Whom It May Concern:

The idea of having a charter school in McNeil is exciting. It would be so useful and helpful to so very many people! The reputation of 'charter schools' is outstanding! We do hope and pray that this does happen in McNeil! Although we have no children or grandchildren – we know plenty that do!

Thank you for listening to our opinion – we know that it counts. We appreciate all that everyone is doing to see that this happens!

Yours very truly,

A handwritten signature in cursive script, appearing to read 'Linda Spradlin', written over a horizontal line.

James & Linda Spradlin  
P.O. Box 454  
McNeil, AR 71752



# COLUMBIA COUNTY DETENTION CENTER

83 COLUMBIA 300

MAGNOLIA, ARKANSAS 71753

Inmate Identification: Claudell Burnell

August 20, 2009

South Arkansas Foundation on Education  
P.O. Box 1072  
Magnolia, AR 71754 - 1072

Hello my name is Claudell Burnell and I've been in my old McNeil school when I was a young boy until I was about 19 years old. I got kicked out because some of the teacher's that they had there that didn't like me. I just want my son to go to a school where he can learn something that will help him out, because I don't want to see him end up like me in a whole lot of trouble. When I was in school in McNeil we had some teacher's that didn't give a care if you learn anything or not, but we had some teacher's that would help anybody if they come to them with a problem. I would like to see McNeil and Waldo area together with a charter school where all teachers care because it will be a good place for kids to be and then wouldn't have to end up somewhere that they don't want to be. If any kids don't pass there class they wouldn't just send them on to the next grade just to get them out of there hair. That isn't right to do anybody like that because everybody needs to be able to learn everything they need from there school before they go to college, and I would like to see my son go to college and the charter school expects all kids to go to college. I fully support a charter school in McNeil.

Thanks for Listening,

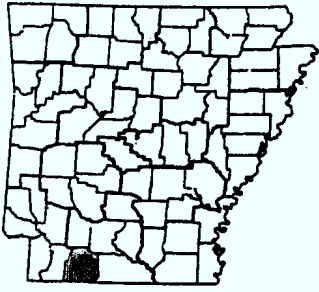
Claudell Burnell

A handwritten signature in black ink that reads "Claudell Burnell".



Hello ~~my~~ name is Claudell Bunnett, in I've been  
~~and~~ my McNeil School when I was a young  
boy until I was about 19 years old and I get kick  
out because of some of the teacher that they had  
there that don't like me but I just want my  
son to go ~~to~~ school that he can learn something  
that will help ~~to~~ him out because I don't  
want to see him end up like me in a whole  
lot of trouble in when I was in school in McNeil  
we had same teacher ~~that~~ that give care if  
you learn anything or not but we had same  
teacher would help ~~and~~ anybody if they come  
to them with a problem in it would to see  
McNeil in would together in the center school  
because it will be a good place for kids to  
be in then wouldn't have to end up somewhere  
that they don't want to be in any kids  
don't pass there class they would just  
send them on to the next grade just  
to get them out of there hair and that's  
~~not~~ ~~isn't~~ isn't right to do anybody like that  
because everybody need to be able to learn  
everything they need from there school before  
son they go to collage ~~that~~ and I would  
would like to see my son go to ~~collage~~ collage  
~~and~~ and the center school expects all kids to  
go to collage I fully support a center school  
in McNeil

Thank son for telling  
Claudell Bunnett



**Calvin L. Knighton, Sheriff**  
Columbia County  
P.O. Box 576  
Magnolia, Arkansas 71754-0576



---

• Business (870) 235-3740 • Phone (870) 234-5331 • Fax (870) 235-3743 •

---

April 27, 2009

South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, AR 71754-1072

Dear Arkansas Foundation on Education,

I would like to show my support for a charter school in Columbia County. I feel that a charter school would offer many of our citizens the opportunity to send their children to a local school rather than "shipping" them to another town thirty miles away. A local school would help to bring the community together and would provide an atmosphere of learning and belonging in the children's own environment.

A charter school in Columbia County would create the necessary competition for student enrollment and provide for a better education for all school children. A charter school would provide the opportunity for students to advance beyond normal bounds. I believe that it would provide a better education for the students because of the smaller classroom size and therefore more one on one instruction from the teacher. This will increase the number of students that will pursue a college education and become productive members of our community.

Sincerely,

Kevin Booth, M.Ed.  
Lieutenant  
Criminal Investigation Division

Commissioner  
Arkansas Child Abuse, Rape and Domestic Violence Commission



P.O. BOX 340  
MAGNOLIA, AR 71754-0340



June 30, 2009

South Arkansas Foundation on Education  
PO Box 1072  
Magnolia, AR 71754-1072

Dear Arkansas Foundation on Education,

This is in reference to the charter school being formed in Columbia County. I am supportive of this endeavor, and feel that school alternatives are a necessary ingredient to having excellent education. Without other educational options our schools will tend to degenerate into institutions of mediocrity and ease, ever lower standards, and more and more children left behind.

As a free and developed nation it is a natural occurrence to have multiple options for the education of our children. As a concerned parent of three on the cusp of making educational decisions for our own children, I am glad to know there will be more options as we reach that critical point.

Sincerely,

Jonathan Baird B.A., M.Div, CFP®  
Chief Financial Officer  
Peoples Bank, Magnolia

500 North Jackson Street  
Magnolia, AR 71753  
(870) 234-5777

103 US Hwy 79/82 Bypass  
Magnolia, AR 71753  
(870) 234-8833

1520 North Vine Street  
Magnolia, AR 71753  
(870) 234-9190

107 Walnut Street  
Waldo, AR 71770  
(870) 693-5551

www.peoplesbankmagnolia.com • 24-hour Access: 1-877-234-MyPB

Attachment 5

SAFE and eBLAST Academy

P.O. Box 1072

Magnolia, AR 71754

Dear Members of SAFE,

This letter is to inform you of my wholehearted support of a public charter school being established in McNeil , Arkansas. I believe that opening a charter school will be a tremendous asset to the city and the taxpaying citizens of the area. As a businessman in Columbia County, It is my opinion that the children in our area need an educational system such as this, and that the parents desire one to be started for their children. I hope that the plans will continue as they are and that many more people will join in to help in this endeavor.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'David Pyle', written in a cursive style.

David Pyle

## **EAGLE DOME LLC/BIRTHDAY EXPRESS**

**V. Black  
307 Walnut  
Mc Neil, Arkansas 71752  
(870)-695-3873**

August 13, 2009

South Arkansas Foundation on Education  
PO box 1072  
Magnolia, AR 71754-1072

To Whom It May Concern:

We are asking you for support of a charter school in Columbia County. We feel that children and parents need more choices and more opportunities that will allow them to build a strong foundation for further education right here in South Arkansas and a charter school will provide exactly that.

Now like never before we have to do our best to equip our children with the best education possible, so that more children from Columbia County will pursue a college education. This will enable them to graduate and be contributing members of society.

As a small business owner and tax payer directly across the street from the school I would love nothing more than the old McNeil School becoming the new Charter school (SAFE & EBLAST ACADEMY in McNeil, Arkansas. I love to see Columbia County and McNeil growing and going strong. Opening a charter school is an excellent opportunity to ensure that this will happen. Please support S.A.F.E and give a "new life" to this community.

Thank you for your time,  
Sincerely,  
V. Black *V. Black*  
L. Black *L. Black*

**Danny & Nina Waller**  
6164 Hwy 98  
Magnolia , Ar 71753  
870-695-3115

August 11, 2009

South Arkansas Foundation on Education.  
P.O. Box 1072  
Magnolia, Ar 71754

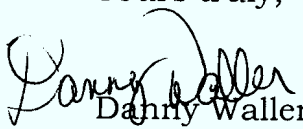
Dear, South Arkansas Foundation on Education.


We would like to express our support for the eblast charter school in McNeil. Our community deserves a place where our children and grandchildren can go and receive an excellent education without being bused 35 miles one way to school.

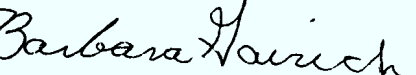
June 4, 2009 our daughter died of cancer. She left behind her young son that our family will take care of. We are determined to make sure he receives the best education possible. Our grandson is very intelligent we would like to see him be able to advance and not have to wait for the others students. We support the fact this will not be another "cookie cutter school, where the student can advance with no boundary holding them back.


We are losing far too many good families because we are unable to offer a high-quality school in our area. Yes, there is a private school in the county, but it's very expensive, Magnolia School is at there limit and Camden School is 35 miles away. Of coarse we have our grandson's future in mind and our daughter's wish that her son gets the finest education available to him. As well as for all the children in this area. We feel our community needs that sense of involvement again. Our family fully supports this charter school in McNeil.

Yours truly,

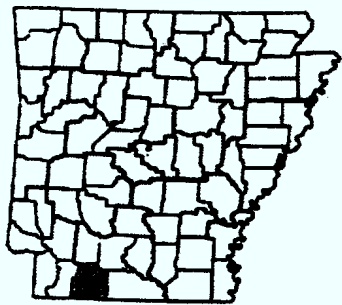
  
Danny Waller

  
Nina Waller

  
Barbara Gairich

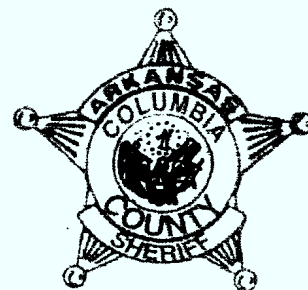
  
Adele Pennington





**Thomas "Denny" Foster, Sheriff**

Columbia County  
P.O. Box 576  
Magnolia, Arkansas 71754-0576



---

• Business (870) 235-3740 • Phone (870) 234-5331 • Fax (870) 235-3743 •

---

August 27, 2009

State Department of Education  
c/o South Arkansas Foundation on Education  
P.O. Box 1072  
Magnolia, AR 71754

To Whom it may concern:

The Columbia County Sheriff's Department is proud to officially show our support for the creation of a charter school in our county. We believe that a charter school would offer the citizens of Columbia County an added opportunity for education. We are encouraged that the charter school would also provide more emphasis on the growing need of continued education beyond grades K through 12.

We look forward to assisting this charter school as we do now with our schools already here in Columbia County through our programs for drug awareness and child safety and through the use of our "PC" car. We recognize the importance of youth awareness and are proud to teach the youth of Columbia County what we know.

Please recognize this as our strong support to the creation of a charter school in Columbia County, Arkansas and feel free to contact us if we can be of further assistance.

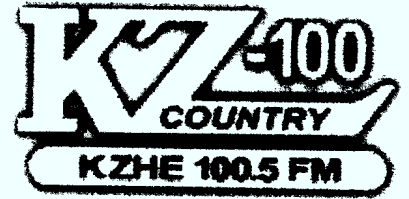
Sincerely,

Sheriff Thomas "Denny" Foster  
82 Columbia Road 300  
P.O. Box 576  
Magnolia, AR 71754-0576  
Telephone: 870-234-5331

Attachment 5



**Home of the**



## **Columbia County Hayride**

**406 West Union, Magnolia, AR, 71753      870.234.7790**

**August 27, 2009**

**South Arkansas Foundation on Education**

**PO Box 1072**

**Magnolia, AR 71754**

**Dear SAFE,**

**KZHE 100.5 FM would like to extend our letter of support to your organization in the efforts to establish a charter school in Columbia County. The excellence in education offered, and high standards expected by the eBLAST Academy will be a great asset to our community and to the students you will serve. We are excited to hear about the programs to be offered in each area of your curriculum especially your fine arts program. The enrichment possibilities will be endless for the students of the eBLAST Academy.**

**We are happy to assist in advertisement needs as they may arise, and look forward to seeing great things from the eBLAST Academy.**

**Sincerely,**

**Dave Sehon**

**Station Manager**

|                                                                                                                  |                                                                                                                      |                                                                                                                 |                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>MAY</b><br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28 29<br>30 31      | <b>JUNE</b><br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30          | <b>JULY</b><br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30 31  | <b>AUGUST</b><br>1 2 3 4 5 6 7<br>8 9 10 11 12 13 14<br>15 16 17 18 19 20 21<br>22 23 24 25 26 27 28<br>29 30 31   |
| <b>SEPTEMBER</b><br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30 | <b>OCTOBER</b><br>1 2<br>3 4 5 6 7 8 9<br>10 11 12 13 14 15 16<br>17 18 19 20 21 22 23<br>24 25 26 27 28 29 30<br>31 | <b>NOVEMBER</b><br>1 2 3 4 5 6<br>7 8 9 10 11 12 13<br>14 15 16 17 18 19 20<br>21 22 23 24 25 26 27<br>28 29 30 | <b>DECEMBER</b><br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30 31 |

42 days

42 days

52 days

43 days

179 days total + 5 days Summer Academy

2011

| S M T W T F S                                                                                                   | S M T W T F S                                                                                               | S M T W T F S                                                                                                     | S M T W T F S                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>JANUARY</b><br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28 29<br>30 31 | <b>FEBRUARY</b><br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28   | <b>MARCH</b><br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30 31   | <b>APRIL</b><br>1 2<br>3 4 5 6 7 8 9<br>10 11 12 13 14 15 16<br>17 18 19 20 21 22 23<br>24 25 26 27 28 29 30     |
| <b>MAY</b><br>1 2 3 4 5 6 7<br>8 9 10 11 12 13 14<br>15 16 17 18 19 20 21<br>22 23 24 25 26 27 28<br>29 30 31   | <b>JUNE</b><br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30 | <b>JULY</b><br>1 2<br>3 4 5 6 7 8 9<br>10 11 12 13 14 15 16<br>17 18 19 20 21 22 23<br>24 25 26 27 28 29 30<br>31 | <b>AUGUST</b><br>1 2 3 4 5 6<br>7 8 9 10 11 12 13<br>14 15 16 17 18 19 20<br>21 22 23 24 25 26 27<br>28 29 30 31 |

1. School starts

Holidays

Parent/Teacher conference

4. Semester tests

Teacher Professional Development

Summer Academy

## Daily Kindergarten Schedule

7:30 - 7:55 Breakfast

8:00 - 8:40 Morning Circle (calendar, weather, patterns, counting)

8:40 - 9:20 Literacy

9:20 - 10:00 Spanish

10:00 - 11:30 Guided Reading Groups. Work Stations (small group rotation)

10:00 - 11:30 P.E., Music or Art (when not in reading groups or work stations)

11:30 - 12:20 Lunch and Recess

12:20-1:00 Nap

1:00 - 1:40 Writers Workshop

1:40 - 2:20 Social Studies

2:20 - 3:00 Science

3:00 - 4:00 Mathematics

## Daily Schedule for Elementary

|               |                                                |
|---------------|------------------------------------------------|
| 7:30 - 8:00   | Breakfast and Morning Work                     |
| 8:00 - 8:30   | Morning Meeting (Calendar Math and Message)    |
| 8:30 - 10:00  | Reading                                        |
| 10:00 -10:45  | Writing                                        |
| 10:45-11:45   | Spanish                                        |
| 11:45 -12:30  | Lunch                                          |
| 11:30 - 12:00 | Physical Education                             |
| 12:00 -1:00   | Mathematics                                    |
| 1:00 - 1:45   | Environment                                    |
| 1:45 - 2: 15  | Social Studies                                 |
| 2: 15 - 3:00  | Science                                        |
| 3:00 - 4:00   | Spelling Bee, Music, Art (once a week classes) |

## 6<sup>th</sup> Grade Schedule

| <u><b>Time</b></u> | <u><b>Monday</b></u>                                     | <u><b>Tuesday</b></u> | <u><b>Wednesday</b></u> | <u><b>Thursday</b></u> | <u><b>Friday</b></u> |
|--------------------|----------------------------------------------------------|-----------------------|-------------------------|------------------------|----------------------|
| 7:30-8:00          | Breakfast<br>Good Morning / Pledge, Weather Report, etc. |                       |                         |                        |                      |
| 8:00-8:50          | Beginner Spanish                                         |                       |                         |                        |                      |
| 8:55-9:45          | Physical Education / Nutrition                           |                       |                         |                        | Health               |
| 9:50-10:40         | Social Studies / Arkansas History                        |                       |                         |                        |                      |
| 10:45-11:35        | 6 <sup>th</sup> English / Language Arts                  |                       |                         |                        |                      |
| 11:40-12:10        | Lunch / Recreation                                       |                       |                         |                        |                      |
| 12:10-1:00         | Mathematics                                              |                       |                         |                        |                      |
| 1:05-1:55          | Computer / Technology Studies                            |                       |                         |                        | Art                  |
| 2:00-2:55          | Science / Lab                                            |                       |                         |                        |                      |
| 3:00-4:00          | Interventions                                            |                       |                         |                        |                      |
| 4:00               | Dismissal                                                |                       |                         |                        |                      |

## 7<sup>th</sup> Grade Schedule

| <u><b>Time</b></u> | <u><b>Monday</b></u>                                              | <u><b>Tuesday</b></u> | <u><b>Wednesday</b></u> | <u><b>Thursday</b></u> | <u><b>Friday</b></u> |
|--------------------|-------------------------------------------------------------------|-----------------------|-------------------------|------------------------|----------------------|
| 7:30-8:00          | Breakfast<br>Good Morning Humphrey / Pledge, Weather Report, etc. |                       |                         |                        |                      |
| 8:00-8:50          | Mathematics                                                       |                       |                         |                        |                      |
| 8:55-9:45          | 7 <sup>th</sup> English / Language Arts                           |                       |                         |                        |                      |
| 9:50-10:40         | Visual Art                                                        | Comp.<br>Graph        | Visual Art              | Comp.<br>Graph         | Visual Art           |
| 10:45-11:35        | Physical Education / Nutrition                                    |                       |                         |                        | Health               |
| 11:40-12:10        | Lunch / Recreation                                                |                       |                         |                        |                      |
| 12:10-1:00         | Physical Science / Lab                                            |                       |                         |                        |                      |
| 1:05-1:55          | Intermediate Spanish                                              |                       |                         |                        |                      |
| 2:00-2:55          | Social Studies / Arkansas History                                 |                       |                         |                        |                      |
| 3:00-4:00          | Interventions                                                     |                       |                         |                        |                      |
| 4:00               | Dismissal                                                         |                       |                         |                        |                      |



## 8<sup>th</sup> Grade Schedule

| <u>Time</u> | <u>Monday</u>                                            | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|-------------|----------------------------------------------------------|----------------|------------------|-----------------|---------------|
| 7:30-8:00   | Breakfast<br>Good Morning / Pledge, Weather Report, etc. |                |                  |                 |               |
| 8:00-8:50   | Accounting I.                                            |                |                  |                 |               |
| 8:55-9:45   | Physical Science                                         |                |                  |                 |               |
| 9:50-10:40  | 8 <sup>th</sup> English / Language Arts                  |                |                  |                 |               |
| 10:45-11:35 | Soc. Studies                                             | Spanish        | Soc. Studies     | Spanish         | Soc. Studies  |
| 11:40-12:10 | Lunch / Recreation                                       |                |                  |                 |               |
| 12:10-1:00  | Physical Education / Nutrition                           |                |                  |                 | Health        |
| 1:05-1:55   | Internet Research                                        |                |                  |                 |               |
| 2:00-2:55   | Algebra I.                                               |                |                  |                 |               |
| 3:00-4:00   | Interventions                                            |                |                  |                 |               |
| 4:00        | Dismissal                                                |                |                  |                 |               |

## 9<sup>th</sup> Grade Schedule

| <u><b>Time</b></u> | <u><b>Monday</b></u>                                                         | <u><b>Tuesday</b></u> | <u><b>Wednesday</b></u> | <u><b>Thursday</b></u> | <u><b>Friday</b></u> |
|--------------------|------------------------------------------------------------------------------|-----------------------|-------------------------|------------------------|----------------------|
| 7:30-8:00          | Breakfast<br>Good Morning / Pledge, Weather Report, etc.                     |                       |                         |                        |                      |
| 8:00-8:50          | English I.                                                                   |                       |                         |                        |                      |
| 8:55-9:45          | History and Culture I.                                                       |                       |                         |                        |                      |
| 9:50-10:40         | Spanish I.                                                                   |                       |                         |                        |                      |
| 10:45-11:35        | Statistics and Accounting                                                    |                       |                         |                        |                      |
| 11:40-12:10        | Lunch / Recreation                                                           |                       |                         |                        |                      |
| 12:15-12:45        | PE                                                                           | Health                | PE                      | Health                 | PE                   |
| 12:50-1:40         | Geometry                                                                     |                       |                         |                        |                      |
| 1:45-2:35          | Integrated Information Systems<br>Visual Arts / Journalism / Computer Repair |                       |                         |                        |                      |
| 2:40-4:00          | Zoology / Lab/Interventions                                                  |                       |                         |                        |                      |
| 4:00               | Dismissal                                                                    |                       |                         |                        |                      |

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION  
AGREEMENT AND LEASE AGREEMENT**

Lessee (Tenant): eBLAST Academy (Mr. James Welch, President)

Lessor (Owner): Rosa Lee Young

There are no family ties between the Lessor and the Board Members of eBLAST Academy.

Describe the present use of the facility and use for prior three (3) years:

The school building has been vacant for the past three years. Prior to its abandonment it was the home for the McNeil School District for many years. It remains in good working order and abides by all IDEA , state and federal regulations.

Premises:

Address: 306 Walnut  
McNeil, 71752

square footage: 12,682 Square feet

Terms of Lease: Beginning January 1, 2010, after approval by the state board for the new charter school, the lessor will lease the building to eBLAST Academy for two years without any payment. Beginning on January 1, 2012, eBLAST Academy will lease the building for \$4,000 per month for the remainder of its charter.

Rental Amount: \$4,000/month beginning on January 1, 2012

Contingency: The terms of this agreement are contingent upon SAFE receiving a Charter to operate an open-enrollment public charter school from the State Board of Education by August, 2010.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee: eBLAST Academy

Lessor: Rosa Lee Young, owner

SAFE (James Welch, President)





Date 8/23/09

Date 8/23/09

## LEASE AGREEMENT

This Agreement, made this twentieth day of August, between Rosa Lee Young, whose address is 3661 Columbia 27 South, Magnolia, AR (the Lessor) and eBLAST Academy, whose address is 306 Walnut, McNeil, AR, (the Lessee)

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in Columbia County, Arkansas:

### (DESCRIPTION)

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on January 1, 2010, and shall extend for a term of 5 years 6 months, ending at midnight on June 30, 2015.

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$168,00.00, payable in 42 equal [monthly] installments of \$4,000.00 each, to be paid in advance on the first day of January, 2012, and on the first day of each and every [month] thereafter during the term of this lease. The Lessor has agreed to donate the first two years of rent (2010-2011) and maintain the building structure. eBLAST has the option to renew this contract at the end of the contracted period in 2015 at a reasonable rate.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. Any damage caused by the lessee is the responsibility of the Lessee and not the Lessor. If Lessee is deprived of the use of [a substantial portion] [more than 20% percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted. Lessee agrees at all times at its own expense to maintain the Premises in a safe, neat, clean and sanitary condition, and in compliance with all applicable governmental laws, codes, orders, rules, regulations and requirements and all insurance regulations. Lessee agrees that it shall be solely responsible to provide at its sale cost and expense all customary, daily janitorial/custodial services and security services, if Lessee desires any security in addition to the alarm, at the Premises, including any

driveways or parking areas used for the drop-off and pick-up of students, during school days and during school hours, including before and after school when students and/or school personnel are present at the Premises.

7. Taxes. eBLAST shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year. The Premises as used exclusively for public charter school purposes may be exempted from the payment of Real Estate Taxes as may be assessed or levied pursuant to state and/or local law. Lessor shall, promptly after execution of this Lease, file an application with the appropriate governmental authority to obtain such exemption and, in the event that Lessor shall fail to make such application in a timely manner Lessee shall only be liable for such Real Estate Taxes as would be owed under such valid partial or complete exemption as would have been granted if timely application had been made. Lessor shall, before filing the application, give Lessee a copy and the opportunity to review the application for completeness and content, provided that such review does not interfere with timely filing. Lessee agrees to promptly cooperate with Lessor in connection with the application and any hearings or other process seeking such exemption. In the event that the application for exemption is denied, in whole or in part, Lessor shall use its best efforts to appeal from such denial. The costs of such appeal, including attorneys' fees, shall be shared equally by Lessor and Lessee. Notwithstanding the foregoing, in the event the Premises is not deemed fully exempt from the payment of Real Estate Taxes, Lessee covenants and agrees to pay Real Estate Taxes levied against the Premises in accordance with the terms and provisions set forth below.

(i). For purposes of this Lease, "*Real Estate Taxes*" shall mean all taxes, rates and assessments, general and special and including also any increases in tax rate and/or in assessed valuation, which are now or at any time(s) hereafter levied, assessed or imposed with respect to the Premises, or measured by the gross rentals payable under this Lease; and including without limitation real estate taxes, all personal property taxes applicable to the Premises, and assessments of any and every kind and nature whatsoever, and all unincorporated and other business license and/or franchise taxes, and any levies which may at any time be imposed and/or collected by any governmental, quasi-governmental or corporate entity. Real Estate Taxes shall also include all of costs (including, without limitation, attorneys' fees) incurred by Lessor to sustain an existing exemption or assessment, reduce a proposed increase in assessment or (with the exception in an attempt to obtain an exemption. If the system of real estate taxation shall be altered or varied and any new tax or levy shall be levied or imposed on the Premises and/or on any other elements thereof and/or on Lessor, in addition to or in substitution for real estate taxes and/or personal property taxes levied on immovables including without limitation taxes on rents, then in any such event any such new tax or levy shall be included as "*Real Estate Taxes*" for purposes of this Lease.

8. Use. eBLAST agrees to use the leased premises for the purpose of operating eBLAST Academy and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at 3661 Columbia 27 South, Magnolia, AR. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at 306 Walnut, McNeil, AR. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.



10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relent the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the vent of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as

set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on building. eBLAST shall maintain, at their expense, fire, hazard and extended coverage insurance, including plate glass insurance, in the amount of the replacement value of the building and any improvements erected upon the leased premises used by eBLAST. A certificate of such insurance shall be delivered to Lessor prior to the inception of this lease. eBLAST shall reimburse Lessor for the premiums paid for such insurance upon receipt of notice of the amount due, if Lessor is required to pay such premiums.

17. Insurance on Lessee's Property. eBLAST shall be solely responsible for maintaining insurance on its property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. eBLAST shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than a reasonable per person, per accident, and for property damage amount. The policy representing such insurance shall name Lessor, her successor, and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, her successors, or her heirs, or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time. Lessee further covenants and agrees to pay to Lessor as Additional Rent during the Term and during any holdover term, the Operating Expenses and (if applicable) Real Estate Taxes in accordance with the terms and provisions set forth below. "Operating Expenses" shall mean any and all expenses incurred by Lessor in connection with the management, operation, maintenance and repair of the Premises, including but not limited to: insurance; utilities; water and sewer charges; casualty and liability insurance; repairs and maintenance; management fees; snow removal; cleaning; repair and maintenance of grounds; service or management contracts; general



overhead; administrative expenses; landscaping expenses; and the cost of capital improvements made to the Premises which are (a) required under any governmental law or regulation that was not required of the Premises at the time this Lease is executed or (b) installed to improve the operating efficiency of any system within the Premises with the good faith intent to reduce Operating Expenses (the said items described in (a) and (b) being defined herein as "Permitted Capital Improvements"), provided that such Capital Improvements shall be amortized over their useful lives as reasonably determined by Lessor.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Works Department].

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions. Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, or additions from State funding unless the Lessor and Lessee provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning

any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

34. USE OF PREMISES. Lessee covenants and agrees to use the Premises only for the operation of a public charter school, including grades Kindergarten through 12, related administrative uses, and before and after school care ("Permitted Use"), and for no other purpose whatsoever. It is expressly recognized that adult activities shall not be conducted during normal school hours at the Premises other than customary parent-teacher conferences, and typical parent-teacher association or board meetings and other school-related parent participation activities. It is

expressly recognized that operation of a school may include sports, dances, concerts, and other special events. Throughout the Term, Lessee shall maintain and renew its charter, and, as requested by Lessor from time to time, shall provide Lessor with written evidence, in form and content reasonably satisfactory to the Lessor, that the Lessee's charter to operate its public charter school remains in full force and effect and that the Lessee continues to be in compliance with all applicable laws and requirements of each authority relating to the ownership, funding and operation of charter schools generally and the Lessee's charter school specifically. Lessee further covenants and agrees that it will perform and comply with all applicable laws, regulations, terms, conditions and agreements necessary to maintain the Lessee's charter school status, and the Lessee's continued eligibility to receive all public funding for which it, as a public charter school in good standing, is entitled. Lessee further covenants and agrees not to perform any act or enter into any agreement that (i) shall cause any revocation or adverse modification of or otherwise jeopardize the Lessee's charter to operate a public charter school; (ii) shall adversely affect the funding and operation of the Lessee as a charter school in accordance with all laws, regulations and requirement applicable thereto; (iii) would threaten or not permit the Lessee to continue to receive public funding; or (iv) would or could result in the curtailment of or ban on student enrollment and/or participation in the Lessee's school programs. In addition, Lessee shall not perform any act or enter into any agreement that shall cause the revocation, or any adverse modification of its status as an organization described in Section 501 (c)(3) of the Internal Revenue Code, or carry on or permit to be carried on any trade or business the conduct of which is not substantially related to the exercise or performance by the Lessee of the purposes or functions constituting the basis for its exemption under Section 501(c)(3) of the Internal Revenue Code if such trade or business would result in the loss of the Lessee's exempt status under Section 501 (c)(3) of the Internal Revenue Code.

35. ALTERATIONS, IMPROVEMENTS AND FIXTURES: Lessee shall neither make nor allow any alterations, additions or improvements to the Premises or any part thereof that will or may affect the structure, the mechanical, electrical, plumbing or HV AC systems, without the prior written consent of Lessor which consent may be granted or withheld in Lessor's sole discretion, but which consent shall not be unreasonably withheld, delayed or conditioned. Lessee shall not make or allow any other kind of alterations, additions or improvements to the Premises or any part thereof without the prior written consent of Lessor, which consent shall not be unreasonably withheld. All of such alterations, additions or improvements, structural or otherwise, must conform to all requirements of any and all applicable laws, codes and regulations, including any municipal laws or local ordinances. Notwithstanding anything in this Section 7 to the contrary, Lessee may make decorative, nonstructural alterations typically installed in other schools which in the aggregate during the Term do not exceed Ten Thousand Dollars (\$10,000.00) without obtaining Lessor's prior written consent but with prior advance notice to Lessor. Lessor may impose as a condition to such consent such requirements as Lessor in its reasonable discretion may deem necessary or desirable, including without limitation, the right to approve the plans and specifications for any work and the right to impose requirements as to the manner in which or the time or times at which work may be performed. Lessor shall also have the right to approve the contractor or contractors who shall perform any alterations, repairs, additions or improvements in, to or about the Premises and to post notices of non-responsibility and similar notices, as appropriate. Each party shall keep the Premises and the Property free from any liens arising out of any work performed on, or materials furnished to, the Premises, or arising from any other obligation incurred by the party. In no event shall one party

be deemed to be the agent of the other party and no contractor of either party shall by virtue of its contract be entitled to assert any mechanic's lien against the Building or land appurtenant thereto. If any mechanic's or material lien is filed against the Premises or the Property, for work claimed to have been done for or materials claimed to have been furnished to either party, such lien shall be discharged by the party against whom it was filed within twenty (20) days thereafter, at the party's sole cost and expense, by the payment thereof or by filing any bond required by law. If the party shall fail to discharge any such mechanic's or material lien, the party shall automatically be in default and the other party may, at its option, discharge or adjust the next installment of rent as appropriate; it being expressly covenanted and agreed that such discharge by one party shall not be deemed to waive or release the default of the other party in not discharging the same. Each party shall indemnify and hold harmless the other party, the Property and the Premises, from all expenses, liens, claims, actions or damages to person or property in connection with any such lien or the performance of such work or the furnishing of such materials. Each party shall be obligated to, and each party reserves the right to, post and maintain on the Premises at any time.

RLY  
3661 Columbia 27 South  
Magnolia, AR 71753

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this

23<sup>rd</sup> day of August 2009  
Rosa Lee Young

Lessor

Sam Welch

Lessee

[ACKNOWLEDGMENT]

THIS AGREEMENT made between Rosa Lee Young (the Lessor) and SAFE (eBLAST Academy (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the following described premises in the City of McNeil, County of Columbia, State of Arkansas:

ex 11/2/2018  
[Signature]



| Budget Years 2010-2015  |                    |                    |                    |                    |                    |
|-------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
|                         | Year 1             | Year 2             | Year 3             | Year 4             | Year 5             |
| <b>Revenue</b>          |                    |                    |                    |                    |                    |
| Enrollment K-8          | 200                | 225                | 250                | 275                | 300                |
| Foundation              | 5,900              | 6,150              | 6,400              | 6,650              | 6,900              |
| Title I                 | 95,000             | 107,000            | 119,000            | 131,000            | 143,000            |
| Grants                  | 750,000            |                    |                    |                    |                    |
| <b>Total Revenues</b>   | <b>\$2,025,000</b> | <b>\$1,490,750</b> | <b>\$1,719,000</b> | <b>\$1,959,750</b> | <b>\$2,213,000</b> |
| <b>Payroll Expenses</b> |                    |                    |                    |                    |                    |
| Administrative          | 212,000            | 222,600            | 233,730            | 245,417            | 257,687            |
| Benefits                | 53,000             | 55,650             | 58,433             | 61,354             | 64,422             |
| Faculty                 | 430,000            | 486,500            | 545,825            | 608,116            | 673,522            |
| Benefits                | 107,250            | 121,363            | 136,181            | 151,740            | 168,077            |
| Staff                   | 184,000            | 193,200            | 202,860            | 213,003            | 223,653            |
| Benefits                | 44,500             | 46,725             | 49,061             | 51,514             | 54,090             |
| <b>Total Payroll</b>    | <b>\$1,030,750</b> | <b>\$1,126,038</b> | <b>\$1,226,089</b> | <b>\$1,331,144</b> | <b>\$1,441,451</b> |
| <b>Supplies</b>         |                    |                    |                    |                    |                    |
| Administrative          | 4,000              | 4,000              | 4,000              | 4,000              | 4,000              |
| Classroom               | 50,000             | 5,000              | 6,000              | 7,000              | 8,000              |
| Special Education       | 4,000              | 4,000              | 4,000              | 4,000              | 4,000              |
| Alternative Education   | 10,000             | 10,000             | 10,000             | 10,000             | 10,000             |
| Health                  | 4,000              | 4,000              | 4,000              | 4,000              | 4,000              |
| Media                   | 50,000             |                    |                    |                    |                    |
| Food Service            | 80,000             | 80,000             | 80,000             | 80,000             | 80,000             |
| Maintenance             | 5,000              | 10,000             | 15,000             | 20,000             | 25,000             |
| Janitorial              | 12,000             | 12,000             | 12,000             | 12,000             | 12,000             |
| Office                  | 3,000              | 3,000              | 3,000              | 3,000              | 3,000              |
| <b>Total Supplies</b>   | <b>\$222,000</b>   | <b>\$132,000</b>   | <b>\$138,000</b>   | <b>\$144,000</b>   | <b>\$150,000</b>   |

| (cont.) Budget Years 2010-2015                           |                  |                 |                 |                 |                 |
|----------------------------------------------------------|------------------|-----------------|-----------------|-----------------|-----------------|
|                                                          | Year 1           | Year 2          | Year 3          | Year 4          | Year 5          |
| <b>Purchased Services</b>                                |                  |                 |                 |                 |                 |
| NWEA, etc.                                               | 5000             | 5000            | 5000            | 5000            | 5000            |
| Dibels, etc.                                             | 12000            | 12000           | 12000           | 12000           | 12000           |
| <b>Total Services</b>                                    | <b>\$17,000</b>  | <b>\$17,000</b> | <b>\$17,000</b> | <b>\$17,000</b> | <b>\$17,000</b> |
| <b>Equipment</b>                                         |                  |                 |                 |                 |                 |
| Administrative                                           | 15,000           |                 |                 |                 |                 |
| Classroom                                                | 150,000          |                 |                 |                 |                 |
| Special Education                                        | 3,000            |                 |                 |                 |                 |
| Alternative Education                                    | 15,000           |                 |                 |                 |                 |
| Health                                                   | 10,000           |                 |                 |                 |                 |
| Food Service                                             | 35,000           |                 |                 |                 |                 |
| Maintenance/Janitorial                                   | 40,000           |                 |                 |                 |                 |
| Office                                                   | 6,000            |                 |                 |                 |                 |
| <b>Total Equipment</b>                                   | <b>\$274,000</b> | <b>\$0</b>      | <b>\$0</b>      | <b>\$0</b>      | <b>\$0</b>      |
| <b>Facilities</b>                                        |                  |                 |                 |                 |                 |
| Lease/Purchase                                           | 0                | 0               | 48,000          | 48,000          | 48,000          |
| (None for first two years<br>\$48,000/yr. after 2 years) |                  |                 |                 |                 |                 |
| Insurance                                                | 3,500            | 3,500           | 3,500           | 3,500           | 3,500           |
| <b>Total Facilities</b>                                  | <b>\$3,500</b>   | <b>\$3,500</b>  | <b>\$51,500</b> | <b>\$51,500</b> | <b>\$51,500</b> |
| <b>Utilities</b>                                         |                  |                 |                 |                 |                 |
| Electric                                                 | 15000            | 15500           | 16000           | 16500           | 17000           |
| Water/Sewer                                              | 10000            | 10500           | 11000           | 11500           | 12000           |
| Phone/Fax                                                | 12000            | 12500           | 13000           | 13500           | 14000           |
| <b>Total Utilities</b>                                   | <b>\$37,000</b>  | <b>\$38,500</b> | <b>\$40,000</b> | <b>\$41,500</b> | <b>\$43,000</b> |



|                | (cont.) Budget Years 2010-2015 |             |             |             |             |
|----------------|--------------------------------|-------------|-------------|-------------|-------------|
|                | Year 1                         | Year 2      | Year 3      | Year 4      | Year 5      |
| Revenues       | \$2,025,000                    | \$1,490,750 | \$1,719,000 | \$1,959,750 | \$2,213,000 |
| Expenses       | \$1,584,250                    | \$1,317,038 | \$1,472,589 | \$1,585,144 | \$1,702,951 |
| Ending Balance | \$440,750                      | \$173,713   | \$246,411   | \$374,606   | \$510,049   |

**Public Charter School Application  
Budget Worksheet  
eBLAST Academy**

**Revenues**

State Public Charter School Aid:

No. of Students (200 x \$5.905.00) State Foundation Funding

No. of Students (200 x \$41.33) Professional Development

No. of Students (200) x \$496) NSLA Funding

\$1,181,000.00

\$8,266.00

\$99,200.00

Line#

|    |                                  |                                   |                       |
|----|----------------------------------|-----------------------------------|-----------------------|
| 4  | Total State Charter School Aid   | \$                                | 1,288,466.00          |
| 5  |                                  |                                   |                       |
| 6  | Other Sources of Revenues:       |                                   |                       |
| 7  | Private Donations or Gifts       | \$98,500.00                       |                       |
| 8  | Federal Grants (List the amount) | 450,000.00 (ADE) 50,000 (Title I) |                       |
| 9  | Special Grants (List the amount) | 270,000.00 (WFF)                  |                       |
| 10 | Other (Food Services)            | 150,000.00 (meals)                |                       |
| 11 |                                  |                                   |                       |
| 12 |                                  |                                   |                       |
| 13 | Total Other Sources of Revenues  |                                   | \$1,018,500.00        |
| 14 |                                  |                                   |                       |
| 15 | <b>TOTAL REVENUES</b>            |                                   | <b>\$2,306,966.00</b> |

|    | <u>Expenditures</u>             | <u>Amount</u> | <u>Total</u> |
|----|---------------------------------|---------------|--------------|
| 18 |                                 |               |              |
| 19 | Administration:                 |               |              |
| 20 | Salaries: (No. of Positions 4)  | 212,000       |              |
| 21 | Fringe Benefits                 | 53,000        |              |
| 22 | Purchased Services              |               |              |
| 23 | Supplies and Materials          | 4,000         |              |
| 24 | Equipment                       | 15,000        |              |
| 25 | Other (Describe)                |               | \$284,000.00 |
| 26 |                                 |               |              |
| 27 | Regular Classroom Instruction:  |               |              |
| 28 | Salaries: (No. of Positions 11) | 385,000.00    |              |
| 29 | Fringe Benefits                 | 96,250.00     |              |
| 30 | Purchased Services              |               |              |
| 31 | Supplies and Materials          | 50,000        |              |
| 32 | Equipment                       | 150,000       |              |
| 33 | Other (Describe)                |               | \$854,000.00 |

|    |                                                         |                    |             |
|----|---------------------------------------------------------|--------------------|-------------|
| 34 |                                                         | (Budget Continued) |             |
| 35 | Special Education:                                      |                    |             |
| 36 | Salaries: (No. of Positions 1 )                         | 45,000             |             |
| 37 | Fringe Benefits                                         | 11,000             |             |
| 38 | Purchased Services (NWEA, etc.)                         | 5,000              |             |
| 39 | Supplies and Materials                                  | 4,000              |             |
| 40 | Equipment                                               | 3,000              |             |
| 41 | Other (Describe)                                        |                    | \$68,000    |
| 42 |                                                         |                    |             |
| 43 | Gifted and Talented Program:                            |                    |             |
| 44 | Salaries: (No. of Positions_)                           |                    |             |
| 45 | Fringe Benefits                                         |                    |             |
| 46 | Purchased Services                                      |                    |             |
| 47 | Supplies and Materials                                  |                    |             |
| 48 | Equipment                                               |                    |             |
| 49 | Other (Describe)                                        |                    | \$0.00      |
| 50 |                                                         |                    |             |
| 51 | Alternative Education Program:                          |                    |             |
| 52 | Salaries: (No. of Positions_)                           |                    |             |
| 53 | Fringe Benefits                                         |                    |             |
| 54 | Purchased Services (DIBELS, Etc.)                       |                    | \$12,000.00 |
| 55 | Supplies and Materials (Testing supplies and materials) |                    | \$10,000.00 |
| 56 | Equipment (computers)                                   |                    | \$15,000.00 |
| 57 | Other (Describe)                                        |                    |             |
| 58 |                                                         |                    |             |
| 59 | Guidance Services: Special Ed./Counselor                |                    |             |
| 60 | Salaries: (No. of Positions 1 )                         |                    |             |
| 61 | Fringe Benefits                                         |                    |             |
| 62 | Purchased Services                                      |                    |             |
| 63 | Supplies and Materials                                  |                    |             |
| 64 | Equipment                                               |                    |             |
| 65 | Other (Describe)                                        |                    |             |
| 66 |                                                         |                    |             |
| 67 | Health Services:                                        |                    |             |
| 68 | Salaries: (No. of Positions 1 )                         | 25,000             |             |
| 69 | Fringe Benefits                                         | 6,000              |             |
| 70 | Purchased Services                                      |                    |             |
| 71 | Supplies and Materials                                  | 4,000              |             |
| 72 | Equipment                                               | 10,000             |             |
| 73 | Other (Describe)                                        |                    | \$45,000    |

|     |                                             |                    |             |
|-----|---------------------------------------------|--------------------|-------------|
| 74  |                                             | (Budget Continued) |             |
| 75  | Media Services:                             |                    |             |
| 76  | Salaries: (No. of Positions-Y               |                    |             |
| 77  | Fringe Benefits                             |                    |             |
| 78  | Purchased Services                          |                    |             |
| 79  | Supplies and Materials                      |                    |             |
| 80  | Equipment                                   |                    |             |
| 81  | Other (Describe)                            |                    | \$0.00      |
| 82  |                                             |                    |             |
| 83  | Fiscal Services:                            |                    |             |
| 84  | Salaries: (No. of Positions 1 )             | 35,000             |             |
| 85  | Fringe Benefits                             | 8,000              |             |
| 86  | Purchased Services                          |                    |             |
| 87  | Supplies and Materials                      | 3,000              |             |
| 88  | Equipment                                   | 6,000              |             |
| 89  | Other (Describe)                            |                    | \$52,000    |
| 90  |                                             |                    |             |
| 91  | Maintenance and Operation:                  |                    |             |
| 92  | Salaries: (No. of Positions 3 )             | 62,000             |             |
| 93  | Fringe Benefits                             | 15,000             |             |
| 94  | Purchased Services                          | 15,000             |             |
| 95  | (include utilities)                         |                    |             |
| 96  | Supplies and Materials                      | 5,000              |             |
| 97  | Equipment                                   | 40,000             |             |
| 98  | Other (Describe)                            |                    | \$137,000   |
| 99  |                                             |                    |             |
| 100 | Pupil Transportation:                       |                    |             |
| 101 | Salaries: (No. of Positions_)               |                    |             |
| 102 | Fringe Benefits                             |                    |             |
| 103 | Purchased Services                          |                    |             |
| 106 | Other (Describe)                            |                    |             |
| 107 |                                             |                    |             |
| 108 | Food Services:                              |                    |             |
| 109 | Salaries: (No. of Positions 2)              |                    | \$32,000.00 |
| 110 | Fringe Benefits                             |                    | 8,000.00    |
| 111 | Purchased Services                          |                    |             |
| 112 | Supplies and Materials (food, drinks, etc.) |                    | 80,000.00   |
| 113 | Equipment                                   |                    | 35,000.00   |
| 114 | Other (Describe)                            |                    | \$0.00      |

|     |                                        |   |        |                    |                            |
|-----|----------------------------------------|---|--------|--------------------|----------------------------|
| 115 |                                        |   |        | (Budget Continued) |                            |
| 116 | Data Processing:                       |   |        |                    |                            |
| 117 | Salaries: (No. of Positions_)          |   |        |                    |                            |
| 118 | Fringe Benefits                        |   |        |                    |                            |
| 119 | Purchased Services                     |   |        |                    |                            |
| 120 | Supplies and Materials                 |   |        |                    |                            |
| 121 | Equipment                              |   |        |                    |                            |
| 122 | Other (Describe)                       |   |        |                    | \$0.00                     |
| 123 |                                        |   |        |                    |                            |
| 124 | Substitute Personnel:                  |   |        |                    |                            |
| 125 | Salaries: (No. of Positions            | 3 | 30,000 |                    |                            |
| 126 | Fringe Benefits                        |   | 7,500  |                    | \$ 37,500                  |
| 127 |                                        |   |        |                    |                            |
| 128 | Facilities:                            |   |        |                    |                            |
|     | Lease/Purchase (contract for one total |   |        |                    |                            |
| 129 | year including facility upgrades)      |   |        |                    | None for first two years   |
| 130 | Please list upgrades:                  |   |        |                    | \$48,000/yr. after 2 years |
| 131 |                                        |   |        |                    |                            |
|     | Utilities (contract for one total year |   |        |                    | \$20,000.00                |
| 132 | including facility upgrades)           |   |        |                    |                            |
|     | Insurance (contract for one total year |   |        |                    |                            |
| 133 | including facility upgrades):          |   |        |                    |                            |
| 134 | Property Insurance                     |   |        |                    |                            |
| 135 | Content Insurance                      |   |        |                    | \$3,500                    |
| 136 |                                        |   |        |                    |                            |
| 137 | Debt Expenditures:                     |   |        |                    |                            |
| 138 | Other Expenditures:                    |   |        |                    |                            |
| 139 | (Describe)                             |   |        |                    |                            |
| 140 |                                        |   |        |                    |                            |
| 141 | <b>TOTAL EXPENDITURES</b>              |   |        |                    | <b>\$1,693,000</b>         |

Revenue \$1,288,565.00 @ 200

|          |         |          |         |       |           |
|----------|---------|----------|---------|-------|-----------|
| Salaries | 826,000 | Benefits | 206,500 | Total | 1,032,500 |
|----------|---------|----------|---------|-------|-----------|

|                  |                |                                    |
|------------------|----------------|------------------------------------|
| Director         | 92,000         |                                    |
| Principal        | 50,000         |                                    |
| Secretary        | 20,000         |                                    |
| Special programs | 50,000         | (Technology, food services, ACSIP) |
| Bookkeeper       | 35,000         |                                    |
| <b>Total</b>     | <b>247,000</b> |                                    |

|              |                |           |
|--------------|----------------|-----------|
| 11 teachers  | 35,000         | (385,000) |
| Special Ed.  | 45,000         |           |
| <b>Total</b> | <b>430,000</b> |           |

|                      |                |          |
|----------------------|----------------|----------|
| Nurse                | 25,000         |          |
| Maintenance          | 30,000         |          |
| 2 custodians         | 16,000         | (32,000) |
| 2 food services      | 16,000         | (32,000) |
| 3 substitutes (aids) | 10,000         | (30,000) |
| <b>Total</b>         | <b>149,000</b> |          |

*Personnel Expenditures*

|                          |                |
|--------------------------|----------------|
| Professional Development | 25,000         |
| Equipment/Supplies       | 400,000        |
| Travel                   | 12,000         |
| <b>Total</b>             | <b>437,000</b> |

*Utilities*

|             |        |
|-------------|--------|
| Electric    | 15,000 |
| Water/Sewer | 10,000 |
| Phone/fax   | 12,000 |



|                    |               |
|--------------------|---------------|
| Custodial supplies | 12,000        |
| Supplies           | 12,000        |
| <b>Total</b>       | <b>61,000</b> |

*Supplies & Equipment*

|                         |                |         |
|-------------------------|----------------|---------|
| 25 seats                | 100            | (2,500) |
| 4 tables                | 150            | (600)   |
| Desk                    | 250            |         |
| Chair                   | 100            |         |
| File cabinet            | 150            |         |
| Smart-Board             | 2,000          |         |
| Dry-erase Board         | 500            |         |
| Computer                | 1,000          |         |
| CPS                     | 2,000          |         |
| Mice                    | 50             |         |
| <i>Total</i>            | <i>9,150</i>   |         |
| <b>Grand Total (11)</b> | <b>100,650</b> |         |

*Educational Supplies*

|              |               |
|--------------|---------------|
| Books        | 50,000        |
| <b>Total</b> | <b>50,000</b> |

*Lunch Room*

|                |               |          |
|----------------|---------------|----------|
| Dishwasher     | 3,000         |          |
| Stove          | 2,000         |          |
| Oven           | 5,000         |          |
| Freezer        | 3,000         |          |
| Cooler         | 5,000         |          |
| Servers        | 6,000         |          |
| 10 Tables      | 2,000         | (20,000) |
| Mgmt. software | 3,000         |          |
| <b>Total</b>   | <b>47,000</b> |          |

*Technology*

|                     |               |       |
|---------------------|---------------|-------|
| Server              | 1,000         |       |
| 4 Wireless routers  | 40            | (160) |
| Wiring              | 250           |       |
| Supplies            | 5,000         |       |
| Laser color printer | 4,000         |       |
| <b>Total</b>        | <b>10,410</b> |       |

*Teacher Workroom Supplies*

|              |              |       |
|--------------|--------------|-------|
| Binder       | 400          |       |
| Laminator    | 2,000        |       |
| Cutter       | 60           |       |
| Staplers     |              | 20    |
| 2 Tables     | 150          | (300) |
| Couch        | 400          |       |
| 6 Chairs     | 100          | (600) |
| <b>Total</b> | <b>3,780</b> |       |

## *eBLAST Academy*

### 2010-2011 Teacher Salary Schedule 190 Days

| Years experience | Bachelor's degree | Master's degree | Advanced degree |
|------------------|-------------------|-----------------|-----------------|
| 0                | 30,000            | 33,000          | 34,500          |
| 1                | 30,500            | 33,500          | 35,000          |
| 2                | 31,000            | 34,000          | 35,500          |
| 3                | 31,500            | 34,500          | 36,000          |
| 4                | 32,000            | 35,000          | 36,500          |
| 5                | 32,500            | 35,500          | 37,000          |
| 6                | 33,000            | 36,000          | 37,500          |
| 7                | 33,500            | 36,500          | 38,000          |
| 8                | 34,000            | 37,000          | 38,500          |
| 9                | 34,500            | 37,500          | 39,000          |
| 10               | 35,000            | 38,000          | 39,500          |
| 11               | 35,500            | 38,500          | 40,000          |
| 12               | 36,000            | 39,000          | 40,500          |
| 13               | 36,500            | 39,500          | 41,000          |
| 14               | 37,000            | 40,000          | 41,500          |
| 15               | 37,500            | 40,500          | 42,000          |

#### End of Year Bonus Incentives

|                                             |        |
|---------------------------------------------|--------|
| 80% of Students proficient                  | \$2000 |
| 100% of Students proficient                 | \$4000 |
| 50% of Students proficient and 50% advanced | \$6000 |
| 100% of Students advanced                   | \$8000 |

#### 2010-2011 Classified Staff Salary Schedule

All staff workers will be based on an hourly pay with the minimum starting pay being \$8.00 an hour.

#### 2010-2011 Administration Salary Schedule

Administration pay will be negotiable according to experience, license, education and the school board needs, and will be comparative to local salaries.

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

The signature of the Chief Operating Officer of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Ann. § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title; and
  - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

James Welch  
Signature of Chief Operating Officer of the School

Date: 8/23/09

James Welch  
Print or type name



August 28, 2009

Dear Superintendent,

As required by State Law and the rules of ADE, we are sending you a copy of the official application for a charter school to be started in McNeil, Arkansas. You will find this copy with all of the attachments enclosed.

Sincerely,

*James Welch*  
James Welch, President

7008 0150 0002 2896 5780

| U.S. Postal Service <sup>TM</sup>                                                            |          |
|----------------------------------------------------------------------------------------------|----------|
| CERTIFIED MAIL <sup>TM</sup> RECEIPT                                                         |          |
| (Domestic Mail Only; No Insurance Coverage Provided)                                         |          |
| For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a> |          |
| OFFICIAL USE                                                                                 |          |
| Postage                                                                                      | \$ 4.95  |
| Certified Fee                                                                                | 2.80     |
| Return Receipt Fee (Endorsement Required)                                                    | 2.30     |
| Restricted Delivery Fee (Endorsement Required)                                               |          |
| Total Postage & Fees                                                                         | \$ 10.05 |

Sent To *Magnolia*  
Street, Apt. No., or PO Box No.  
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7008 0150 0002 2896 5797

| U.S. Postal Service <sup>TM</sup>                                                            |          |
|----------------------------------------------------------------------------------------------|----------|
| CERTIFIED MAIL <sup>TM</sup> RECEIPT                                                         |          |
| (Domestic Mail Only; No Insurance Coverage Provided)                                         |          |
| For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a> |          |
| OFFICIAL USE                                                                                 |          |
| Postage                                                                                      | \$ 4.95  |
| Certified Fee                                                                                | 2.80     |
| Return Receipt Fee (Endorsement Required)                                                    | 2.30     |
| Restricted Delivery Fee (Endorsement Required)                                               |          |
| Total Postage & Fees                                                                         | \$ 10.05 |

Sent To *Stevens*  
Street, Apt. No., or PO Box No.

7008 0150 0002 2896 5773

| U.S. Postal Service <sup>TM</sup>                                                            |          |
|----------------------------------------------------------------------------------------------|----------|
| CERTIFIED MAIL <sup>TM</sup> RECEIPT                                                         |          |
| (Domestic Mail Only; No Insurance Coverage Provided)                                         |          |
| For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a> |          |
| OFFICIAL USE                                                                                 |          |
| Postage                                                                                      | \$ 4.95  |
| Certified Fee                                                                                | 2.80     |
| Return Receipt Fee (Endorsement Required)                                                    | 2.30     |
| Restricted Delivery Fee (Endorsement Required)                                               |          |
| Total Postage & Fees                                                                         | \$ 10.05 |

Sent To *Nevada*  
Street, Apt. No., or PO Box No.  
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7008 0150 0002 2896 5766

| U.S. Postal Service <sup>TM</sup>                                                            |          |
|----------------------------------------------------------------------------------------------|----------|
| CERTIFIED MAIL <sup>TM</sup> RECEIPT                                                         |          |
| (Domestic Mail Only; No Insurance Coverage Provided)                                         |          |
| For delivery information visit our website at <a href="http://www.usps.com">www.usps.com</a> |          |
| OFFICIAL USE                                                                                 |          |
| Postage                                                                                      | \$ 4.95  |
| Certified Fee                                                                                | 2.80     |
| Return Receipt Fee (Endorsement Required)                                                    | 2.30     |
| Restricted Delivery Fee (Endorsement Required)                                               |          |
| Total Postage & Fees                                                                         | \$ 10.05 |

Sent To *Emerson*  
Street, Apt. No., or PO Box No.

Application Cycle 2010

# ADE Evaluation

e-BLAST Academy



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James  
Commissioner

September 28, 2009

**State Board  
of Education**

Randy Lawson  
Bentonville  
Chair

Dr. Naccaman Williams  
Springdale  
Vice Chair

Sherry Burrow  
Jonesboro

Jim Cooper  
Melbourne

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Diane Tatum  
Pine Bluff

James Welch

S.A.F.E

306 Walnut

McNeil, AR 71752

Dear Applicant:

You will note in the cover letter that was sent with your completed review, that the date for return was listed as “**no later than 4:00 p.m., Friday, October 28, 2009**”. That date is incorrect.

Written responses must be **in the Charter School Office no later than 4:00 p.m., Friday, October 23, 2009.**

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation.

Responses should be sent to the following address:

Mary Ann D. Brown, Ed.D  
Charter School Office  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

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

Thank you,

Mary Ann D. Brown, Ed.D  
Charter School Program Director

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

MAB/jf  
September 28, 2009



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James  
Commissioner

September 25, 2009

**State Board  
of Education**

Randy Lawson  
Bentonville  
Chair

Dr. Naccaman Williams  
Springdale  
Vice Chair

Sherry Burrow  
Jonesboro

Jim Cooper  
Melbourne

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Diane Tatum  
Pine Bluff

James Welch

S.A.F.E

306 Walnut

McNeil, AR 71752

Dear Applicant:

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per 9.01 of the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

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 4:00 p.m., Friday October 28, 2009.**

Responses should be sent to the following address:

Dr. Mary Ann D. Brown  
Charter School Office  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

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

Thank you,

A handwritten signature in black ink that reads "Mary Ann D. Brown, Ed.D.".

Mary Ann D. Brown, Ed.D.  
Charter School Program Director

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

Enclosure: Public Charter School Application Evaluation Report

**2009-2010**  
**Public Charter School**  
**Application Evaluation Report**

eBlast Academy



**Provided by:**  
**Arkansas Department of Education**  
**Charter School Office**

# **Application Evaluation Report**

## **eBLAST Academy**

|                                                                           |    |
|---------------------------------------------------------------------------|----|
| Charter School Application Evaluation Instrument.....                     | 1  |
| Eligible entity Status.....                                               | 2  |
| Pre-Application Materials.....                                            | 2  |
| Standards 1 and 2: Public Hearing Results.....                            | 3  |
| Standard 3: Governing Structure.....                                      | 3  |
| Standard 4: Mission Statement.....                                        | 4  |
| Standard 5: Educational Need.....                                         | 4  |
| Standard 6: Educational Program.....                                      | 5  |
| Standard 7: Academic Achievement Goals.....                               | 5  |
| Standard 8: Curriculum Development and Alignment.....                     | 6  |
| Standard 9: Geographical Service Area.....                                | 6  |
| Standard 10: Annual Progress Reports.....                                 | 7  |
| Standard 11: Enrollment Criteria and Procedures.....                      | 7  |
| Standard 12: Staffing Plan.....                                           | 8  |
| Standard 13: Business and Budgeting Plan.....                             | 9  |
| Standard 14: Financial and Programmatic Audit Plan.....                   | 10 |
| Standard 15: Arkansas Public School Computer Networking Assurances.....   | 10 |
| Standard 16: Facilities.....                                              | 11 |
| Standard 17: Student Services.....                                        | 12 |
| Standard 18: Student Services (Food).....                                 | 12 |
| Standard 19: Parental Involvement.....                                    | 13 |
| Standard 20: Waivers.....                                                 | 14 |
| Standard 21: Desegregation Assurances.....                                | 15 |
| Attachment 1: Charter School Operations and Maintenance Compliance Report |    |





# ARKANSAS DEPARTMENT OF EDUCATION

## Arkansas Department of Education

### Charter School Application Evaluation Instrument

*The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.*

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

**Meets the Standard:**

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard:**

The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

**Does Not Meet the Standard:**

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

# Arkansas Department of Education

## Open-Enrollment Public Charter School Application Evaluation

### EVALUATION RUBRIC

Name of Proposed School: eBLAST Academy

Eligible entity status:

- ☐ Public institution of higher education  
☐ Private nonsectarian institution of higher education  
☐ Governmental entity  
☒ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application for Non-Sectarian Organization Exempt from Taxes  
**Pending** – Please refer to Letters from the Internal Revenue Service dated of April 13, 2009 and June 26, 2009 (Attachments 1a and 1b)

**Legal Review:** Pursuant to Ark. Code Ann. § 6-23-303 (6), the sponsor must establish its status as a tax-exempt organization under § 501 (c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

### Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

#### Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                       | Reference |
|-------------------------------------------------|-----------|
| Letter of Intent was submitted within deadline. |           |
| Concerns and Additional Questions               | Reference |
|                                                 |           |

## Part 2: REQUIRED INFORMATION

### ***STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS***

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                | Reference               |
|------------------------------------------|-------------------------|
| Application meets the standard criteria. | Page 4, Attachments 2-4 |
| Concerns and Additional Questions        | Reference               |
|                                          |                         |

### ***STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE***

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                                                                                                                    | Reference |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                                                                                                                                                                              |           |
| Concerns and Additional Questions                                                                                                                                                                                                                                                            | Reference |
| Though the application mentions the involvement of parents, staff, and students, it does not address their involvement in the decision making of the school. And, further more application lacks sufficient detail in regards to community involvement in the decision making of the school. | Pages 4-8 |

### ***STANDARD 4 OF APPLICATION: MISSION STATEMENT***

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                          | Reference |
|----------------------------------------------------|-----------|
| Mission is meaningful, manageable, and measurable. | Page 9    |
| Concerns and Additional Questions                  | Reference |
|                                                    |           |

### ***STANDARD 5 OF APPLICATION: EDUCATIONAL NEED***

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                                                                        | Reference |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                                                  |           |
| Concerns and Additional Questions                                                                                                                | Reference |
| Application does not provide a specific rationale for how the charter school will enhance or expand the educational options currently available. | Page 9-18 |

## ***STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM***

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                | Reference       |
|--------------------------------------------------------------------------------------------------------------------------|-----------------|
| Application meets the standard criteria.                                                                                 | Pages 18-21     |
| Concerns and Additional Questions                                                                                        | Reference       |
| The third grading period has scheduled fifty-two (52) days – Arkansas state law allows for a maximum of fifty (50) days. | Attachment 6.a. |

## ***STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS***

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

### **Evaluation Criteria:**

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                                                                            | Reference   |
|------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                      |             |
| Concerns and Additional Questions                                                                    | Reference   |
| Additional information is needed regarding specific goals for mathematics and mathematics reasoning. | Pages 21-27 |

## ***STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT***

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

### **Evaluation Criteria:**

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

| Does Not Meet the Standard          | Partially Meets the Standard | Meets the Standard       |
|-------------------------------------|------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> |

| Strengths                                                                                                                                                                                | Reference   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                                                                                                          |             |
| Concerns and Additional Questions                                                                                                                                                        | Reference   |
| Application lacks sufficient details in terms to the development of their alignment process regarding plan and timeline for aligning the curriculum as well as professional development. | Pages 27-28 |

## ***STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA***

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

### **Evaluation Criteria:**

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                | Reference   |
|------------------------------------------|-------------|
| Application meets the standard criteria. | Pages 28-32 |
| Concerns and Additional Questions        | Reference   |
|                                          |             |



## ***STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS***

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                     | Reference |
|-----------------------------------------------------------------------------------------------|-----------|
| Application includes multiple measures of student performance.                                | Page 32   |
| Concerns and Additional Questions                                                             | Reference |
| Applicant must clarify its intention to also publish the annual report on its school website. | Page 32   |

## ***STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES***

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

| Does Not Meet the Standard | Partially Meets the Standard        | Meets the Standard       |
|----------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Strengths                                              | Reference  |
|--------------------------------------------------------|------------|
|                                                        |            |
| Concerns and Additional Questions                      | Reference  |
| Application lacks a detailed student recruitment plan. | Page 32-33 |

## **STANDARD 12 OF APPLICATION: STAFFING PLAN**

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                            | <b>Reference</b> |
|-------------------------------------------------------------|------------------|
| Application meets the standard criteria.                    | Pages 33-39      |
| <b>Concerns and Additional Questions</b>                    | <b>Reference</b> |
| Application lacks detail on board member's job description. |                  |

### ***STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN***

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b> |
|-----------------------------------|-------------------------------------|---------------------------|
| <input type="checkbox"/>          | <input checked="" type="checkbox"/> | <input type="checkbox"/>  |

| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Reference</b>             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| The application provides for segregation of duties with regards to financial transactions. The proposed budget will be approved by the Board of Directors. The proposed budget expenditures are within the scope of the anticipated revenue.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pages 39-40, Attachment 8.b. |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Reference</b>             |
| The application identifies a very general procurement plan that lacks specificity. The applicant did not budget revenue budget for Enhancement Funding of \$35.00 per student which would generate an additional \$7,000 based on a projected enrollment of 200 students. The budget includes revenue from several grant sources that are not guaranteed funds. The budget template indicates that the school will have four administrative positions. This seems excessive for a projected enrollment of only 200 students. It is possible that not all of the positions are actual school administrators; however, the budget template does not include a specific breakdown. The sub-total on the budget template for Regular Classroom Instruction is not correct. The amount listed is \$854,000. The actual amount is \$681,250. The amount listed on the budget template for Total Expenditures is not correct. The figure includes to incorrect amount under Regular Classroom Instruction. The amount listed for Total Expenditures does not include the facilities cost of \$48,000. However, a notation was included explaining that there would be no costs for the first two years. This will be a continuing expense thereafter and should be included to prove long-range financial viability. | Page 40 and Attachment 8.b.  |

## ***STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN***

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                      | <b>Reference</b> |
|-------------------------------------------------------------------------------------------------------|------------------|
| Annual audit will be conducted by the Division of Legislative Audit in compliance with Arkansas Code. | Page 40          |
| <b>Concerns and Additional Questions</b>                                                              | <b>Reference</b> |
|                                                                                                       |                  |

## ***STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES***

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

### **Evaluation Criteria:**

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                                             | <b>Reference</b> |
|------------------------------------------------------------------------------------------------------------------------------|------------------|
| The application assures that the school will participate in the Arkansas Public School Computer Network (APSCN) as required. | Page 40          |
| <b>Concerns and Additional Questions</b>                                                                                     | <b>Reference</b> |
|                                                                                                                              |                  |

## **STANDARD 16 OF APPLICATION: FACILITIES**

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

### **Evaluation Criteria:**

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
  - members of the local board of the public school district where the charter school will be located;
  - the employees of the public school district where the charter school will be located;
  - the sponsor of the charter school; and
  - employees, directors and/or administrators of the charter school.

| <b>Does Not Meet the Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/>                               |
| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     | <b>Reference</b>                                                  |
| Application meets the standard criteria.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     | Pages 40-41, Facilities Utilization Agreement and Lease Agreement |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     | <b>Reference</b>                                                  |
| Please provide additional information regarding classroom size.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                                                   |
| <b>Legal Review</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                                                                   |
| 1. Any facilities used by the Applicant 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. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed facilities as well as compliance with health, safety, building and zoning laws. |                                     |                                                                   |
| 2. A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the Application is taken.                                                                                                                                                                                                                                                                                                                                                                                           |                                     |                                                                   |
| <b>Charter School Site Visit Report Provided by the Division of Public School Academic Facilities and Transportation – Please see attachment 1.</b>                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                                                                   |

## ***STANDARD 17 OF APPLICATION: STUDENT SERVICES***

The Student Services section should describe how the school will address services for its student body.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                | Reference |
|------------------------------------------|-----------|
| Application meets the standard criteria. | Page 42   |
| Concerns and Additional Questions        | Reference |
|                                          |           |

## ***STANDARD 18 OF APPLICATION: STUDENT SERVICES***

This section should describe how the school will address food services for its student body.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard                  |
|----------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |

| Strengths                                                                                                                | Reference |
|--------------------------------------------------------------------------------------------------------------------------|-----------|
| Application provides a plan to serve breakfast and lunch, as well as to meet the special dietary needs of the students.  | Page 42   |
| Concerns and Additional Questions                                                                                        | Reference |
| In seeking to contract with outside food vendors please be sure to contact the Child Nutrition Unit for proper guidance. | Page 42   |



## ***STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT***

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

### **Evaluation Criteria:**

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

| <b>Does Not Meet the Standard</b> | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b>           |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| <b>Strengths</b>                                                                                                                     | <b>Reference</b> |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Application includes home visits which strengthens the parental involvement component of the educational program.                    | Pages 43-47      |
| <b>Concerns and Additional Questions</b>                                                                                             | <b>Reference</b> |
| Please be aware that you should consider addressing Act 307 of 2007, Act 397 of 2009, and federal parental involvement requirements. |                  |

## STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

### Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

| Does Not Meet the Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Partially Meets the Standard | Meets the Standard                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------|
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/>     | <input checked="" type="checkbox"/> |
| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              | <b>Reference</b>                    |
| Application meets the standard criteria.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                              | Pages 47-51                         |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                              | <b>Reference</b>                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |                                     |
| <b>Legal Review</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |                                     |
| <p>a.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-902, Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools, the Department's Rules Governing Highly Qualified Teachers, and the Department's Rules Governing Teacher Licensure:</p> <ul style="list-style-type: none"> <li>• 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>.</li> <li>• The ADE Rules 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. 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.</li> <li>• All teachers and school personnel must submit to the criminal background and central registry checks.</li> </ul> <p>b.) Ark. Code Ann. § 6-15-902 (Grading Scale): If such a waiver is granted, it should be as to non-core (i.e., elective) courses only.</p> <p>c.) Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"): Under Ark. Code Ann. § 6-15-919, the only requirement which would be waived is the ability to pay a teacher's salary only upon the filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher.</p> <p>d.) Ark. Code Ann. § 6-15-920 ("Examination of teacher's contracts"): This Section is not capable of being waived by the Board, as the duties imposed by this Code Section are upon the county clerk, and not upon eBLAST Academy.</p> <p>e.) ADE Rules Governing Minimum Schoolhouse Construction: These Rules no longer exist; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.</p> <p>f.) ADE Rules Governing Expenditure Requirements for Public Schools: These ADE Rules are premised upon Arkansas statutes which are specifically applicable to charter schools as well as school districts and, thus neither the Rules nor the underlying statutes are capable of being waived.</p> <p>g.) ADE Rules Governing Waivers of Earning Limitation Under the Teacher Retirement System: A waiver from these Rules is unnecessary, as the Rules are in the process of being repealed due to the passage of Act 743 of 2009.</p> |                              |                                     |

## ***STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES***

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### **Evaluation Criteria:**

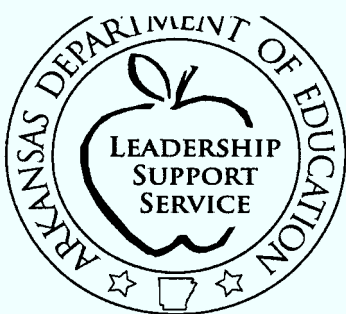
A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

| <b>Does Not Meet the Standard</b>   | <b>Partially Meets the Standard</b> | <b>Meets the Standard</b> |
|-------------------------------------|-------------------------------------|---------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>  |

| <b>Strengths</b>                                                                                                                                                                                                                                                                                                                                                               | <b>Reference</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                                                                                                                                                                                                                                                                |                  |
| <b>Concerns and Additional Questions</b>                                                                                                                                                                                                                                                                                                                                       | <b>Reference</b> |
| For complete information, please see forthcoming Desegregation Memos from the Arkansas Department of Education -General Counsel Office.                                                                                                                                                                                                                                        |                  |
| <b>Legal Review</b>                                                                                                                                                                                                                                                                                                                                                            | <b>Reference</b> |
| The Applicant has failed to demonstrate that it has carefully reviewed the potential impact that its charter school's operation would have on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, as required by Ark. Code Ann. § 6-23-106 (a). | Pages 51-52      |

### ***ADDITIONAL COMMENTS:***



# ARKANSAS DEPARTMENT OF EDUCATION

## CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # \_\_\_\_\_ School E-Blast Academy Date 9/18/2009

Address 306 Walnut McNeil, AR Phone \_\_\_\_\_

Director \_\_\_\_\_ E-Mail \_\_\_\_\_

School Contact (Name/Position) Dr. James Young Phone \_\_\_\_\_

Facility is: \_\_\_\_\_ Proposed \_\_\_\_\_ Existing \_\_\_\_\_ New Construction

### Required Inspections and Staff Training

1. Maintenance Procedures Manual \_\_\_\_\_
2. Training Manual \_\_\_\_\_
3. Fire Extinguishers Serviced Annually \_\_\_\_\_
4. Fire Extinguishers Inspected Monthly \_\_\_\_\_
5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall \_\_\_\_\_
6. Fire Alarm System tested/inspected annually \_\_\_\_\_
7. Fire Drills Performed Monthly \_\_\_\_\_
8. Natural Gas Distribution System Inspected Annually \_\_\_\_\_
9. RPZ Valves Inspected Annually \_\_\_\_\_
10. Asbestos Surveillance up to Date \_\_\_\_\_
11. MSDS Sheets up to Date and Accessible \_\_\_\_\_
12. Hot Water Boiler/Heater \_\_\_\_\_

### Action Items (Follow-Up Required)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

3. Facility Built Date (including additions): Unknown 4. Walk-thru of facility conducted: YES

5. Items Checked:

|                                                                                     |                                                      |
|-------------------------------------------------------------------------------------|------------------------------------------------------|
| <u>X</u> HVAC System                                                                | <u>X</u> Roofs                                       |
| <u>X</u> Exit Lights                                                                | <u>X</u> Plumbing/ ADA Compliance                    |
| <u>        </u> Hot Water Boilers & Heaters                                         | <u>X</u> Electrical System                           |
| <u>X</u> Doors/Windows                                                              | <u>X</u> Interior / Exterior Lighting                |
| <u>X</u> Emergency Lighting                                                         | <u>        </u> Floor Coverings                      |
| <u>        </u> Grounds Maintenance                                                 | <u>        </u> Fire Extinguishers                   |
| <u>        </u> Kitchen Equipment                                                   | <u>X</u> Fire Alarm                                  |
| <u>        </u> Playground Equip.                                                   | <u>        </u> Stairwells                           |
| <u>N/A</u> Fire Sprinkler Systems                                                   | <u>        </u> Athletic Field Maintenance           |
| <u>X</u> Elevators & Wheelchair Lifts                                               | <u>        </u> Kitchen Hood Vent Suppression System |
| <u>X</u> Interior / Exterior Finishes                                               | <u>X</u> Masonry & Concrete Building Exteriors       |
| <u>        </u> Sidewalks, Driveways, Parking Areas                                 |                                                      |
| <u>X</u> Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas |                                                      |
| <u>X</u> Food Service (New cafeteria to be built)                                   |                                                      |

6. Building Comments: This is an older facility built of brick and plaster for the interior as well as the  
exterior walls. There were no apparent structural issues. The floors, ceiling and roof structural  
members are of wood. The roof is of metal standing seam construction except for the very top,  
which is flat and covered with membrane roofing materials. There were 2-3 leaks present on the  
day of the site visit. The plaster walls in the hallway are covered with wood paneling.  
          
        

7. Custodial (include equipment and storage):

|                                             |                                         |
|---------------------------------------------|-----------------------------------------|
| <u>        </u> Storage Closets             | <u>        </u> Restrooms               |
| <u>        </u> Hallways/Classrooms/Offices | <u>        </u> Gymnasiums/Locker Rooms |

---

---

---

Summary of the General Condition of the Facility: Fair

---

---

---

Action Items (Follow-up required):

1. State agencies plan review of proposed modifications
2. Inspection by state agencies
3. Approval or waivers of codes by respective state agencies
4. Certificate of Occupancy or clearance from the State Fire Marshal prior to opening
5.

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School Representative:  Position:

Comments

---

---

---

Distribution: Charter School Office    DPSAFT Project File

eBLAST Academy

Attachment 1



Application Cycle 2010

# Response to Evaluation

e-BLAST Academy

October 18, 2009

Dr. Mary Ann D. Brown  
Charter School Program Director  
Four Capital Mall, Room 105-C  
Little Rock, AR 72201

Dear Dr. Brown:

The planning team for South Arkansas Foundation on Education has reviewed and responded to the Charter School Office's rubric and comments of our application. Please find enclosed our detailed explanations on your comments and questions.

Please let us know if any further information is needed.

Sincerely,



James Welch, President SAFE

RECEIVED  
OCT 21 2009

CHARTER SCHOOL OFFICE

# BLAST Academy

**September 2009**

## **Public Charter School Application Evaluation**

Application Evaluation Completed by:

Arkansas Department of Education

Public Charter School Office

**October 2009**

## **Public Charter School Application Response**

Application Response Completed by:

South Arkansas Foundation on Education

Planning Team

### **Standards**

- 3. Governing Structure
- 5. Educational Need
- 7. Academic Achievement Goals
- 8. Curriculum Development and Alignment
- 11. Enrollment Criteria and Procedures
- 13. Business and Budgeting Plan
- 21. Desegregation Assurances

**RECEIVED**  
OCT 21 2009

**CHARTER SCHOOL OFFICE**

### **Standard 3: Governing Structure**

*ADE concerns and Additional Questions:* Though the application mentions the involvement of parents, staff and students, it does not address their involvement in the decision making of the school. And, further, more application lacks sufficient detail in regards to community involvement in the decision making of the school.

*Response:* The board of directors will be given the ultimate power of regulating the charter school's financial and academic progress. The board will consist of diverse group of skilled and educated professionals from the community. It will be made up of community leaders, parents, business people, vocational and technical people or anyone who has a desire to see the school fulfill its mission. These people should be passionate, respected and dedicated to seeing eBLAST Academy excel in its endeavors. The board will be entrusted to hire an executive director who will recruit, hire, and fire the staff who will carry the school mission upward, and the executive director will manage the financial and educational program within the scope of the approved budget.

We recognize the value of parent involvement and further understand the key role they play in the education of their children. Parents will be involved from the very beginning as special meetings will be planned for parents to take part in every aspect of the school's programs. Teachers will meet individually with each and every family before the beginning of the school year and discuss the school compact with the parents as required by the school's ACSIP. They will be brought into the school family and will be kept aware of their children's progress by parent/teacher phone calls, weekly progress reports, and emails. A parent survey will be conducted every year to measure the parent satisfaction in the school's progress. A parent center will be set aside in the school building and will be designed to help parents in their parental endeavors. All board meeting will be public meetings and parents are invited to come and be part in each one. All parents are invited to all meetings. Those parents interested in serving as a parent representative

on the Board shall be able to nominate themselves indicating their interest in serving on the Board and relate the expertise they think they will bring to the Board.

Students play a crucial role, just as parents, in the advancement of our goals at eBLAST Academy. Students must feel that they are part of the team and that they can influence the decision making in key areas. Each student will be given an improvement plan and take part in the decision process that will produce student achievement, and help identify student needs. The students are, and will continue to be, the major focal point in all decisions made for the school.

The community members have played a major role in helping process this application and prepare for a charter school in the area. The McNeil city council has played a strategic role in making this dream become a reality. The mayor and every council member have pledged unwavering support for a charter school to be started in this community. Hundreds of citizens (we sent around a petition in the community and it has just over one thousand signatures), business leaders (as seen in the support letters), and city officials in both McNeil and Waldo have been involved in the progress of this charter.

A charter school such as eBLAST Academy will need support from everyone in the area if we expect to produce the high goals that we have set for ourselves.

## Standard 5: Educational Need

*ADE Response:* Application does not provide a specific rationale for how the charter school will enhance or expand the educational options currently available.

*Response:* Throughout our application we have expounded on the educational need in the McNeil area, and how our charter school will enhance and expand the educational options available. A.C.A. §6-23-304 (3.b.) states:

*The state board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:*

- (1) When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;*
- (2) When the district has been classified by the state board as in academic distress under § 6-15-428.*

eBLAST Academy will be located in a district where the percentage of students who receive free and reduced lunches are above the state average, and the Stephens School District is classified as “*School Improvement*” year two. The focus of eBLAST Academy which is not, and has not been, found in the surrounding schools will be:

- 1) More time on tasks. All extra-curricular activities will be held after the school day is complete. Therefore, the entire day will be used to concentrate on student achievements.
- 2) Longer school day. The school day will begin and 7:30 A.M. and will conclude at 4:00 P.M. This will give parents, students, and teachers more time to evaluate deficiencies.
- 3) Every student will have an improvement plan. The ACSIP will be written to show that all students will be given a plan that will help them see and understand their weaknesses and what must be done to strengthen them in these areas.



- 4) Wide range of educational opportunities. Students will begin in kindergarten learning foreign languages. Spanish will be taught every year, as well as opportunities to learn Latin, Mandarin Chinese, French and other languages. The students will be immersed in vertical alignment of courses as the name of the school implies—exploring Business, Languages, Arts, Sciences and Technology—eBLAST.
- 5) Longer school year. eBLAST Academy will have a longer school year with a summer academy that will excite the exploratory nature that is inherent in students.

### **Standard 7: Academic Achievement Goals**

*ADE Response:* Additional information is needed regarding specific goals for mathematics and mathematics reasoning.

*Response:* We stated in the application that we have five major points that will be used in regards to our mathematical achievement goals.

- All students will be expected to meet the State and Federal NCLB chart above.
- Students who cannot meet the AYP progress will enter intervention according to the level of need.
- All students in eBLAST Academy will be in a progress monitoring program for each grade level for Mathematics using the DIBELS, STAR, and AIMS web.
- Students enrolled in eBLAST Academy will be expected, on average, to score better than neighboring districts on the State Mandated Arkansas Augmented Benchmark Exams in Mathematics.
- All students will be monitored through the NWEA program

The expectations for the students who have been at the school for at least two consecutive years will be set above those in the neighboring districts. These students will demonstrate ability to accurately arrive at solutions on or above grade level computation problems which will be documented by passing grades on local and state tests. These students will show a minimum of 10% increase in math proficiency each year as measured with the NEWA testing. Students in all grades will be proficient or advanced on the end of year state mandated tests. Furthermore, these test scores will show no significant difference between students from different demographic groups within the school itself on the mathematics tests.

The ACSIP will be used to monitor the achievement levels of all students in mathematics so that the school will meet and exceed its AYP targets in mathematics, and the school will assist the students in reaching their AIP. Since Algebra I will be taught in the eighth grade, the school will have 80% of the students passing the exam the first year of attendance, and all students passing the end of course exam for all students who have been with the school for three years. The students at eBLAST Academy will meet AYP goals in mathematics annually.

### **Standard 8: Curriculum Development and Alignment**

*ADE Response:* Application lacks sufficient details in terms to the development of their alignment process regarding plan and timeline for aligning the curriculum as well as professional development.

*Response:* eBLAST Academy will have a strong integrated professional development system which will allow for all teachers to work

collaboratively as team members while aligning Arkansas State Standards into Academy Skills Calendar's. All teachers will be involved in curriculum alignment both vertically and horizontally. Each teacher is responsible for his/her own calendar according to the tentative schedule below. All parties at eBLAST Academy are accountable for the alignment process. The principal is the facilitator, the teacher is the vessel by which the knowledge is taught and shared with children, and the students are the demonstrators of the knowledge they have learned. All content objectives, strands, and frameworks will be aligned accordingly on the horizontal and vertical lines. Faculty will work together as a team to begin the alignment of State Standards horizontally and vertically before the academic year, while during the year team members from within the same grade level will meet jointly to complete Skills Calendars before Report Due dates. As part of the process, the Principal or Director shall observe the classroom for evidence of alignment during class walk-through's, and weekly lesson plans, and shall discuss standards achievement at various points with students.

| <u>Report Date</u> | <u>Report Due</u>                                                    | <u>Monitor</u>       |
|--------------------|----------------------------------------------------------------------|----------------------|
| August 2010        | Summaries from Summer Professional Development                       | Principal / Director |
| August 2010        | Framework Alignment from PD                                          | Principal/Director   |
| August 2010        | Skills Calendar for Aug-Oct<br>Evidenced by posted Daily Objectives  | Principal            |
| October 2010       | Skills Calendar for Nov- Dec<br>Evidenced by posted Daily Objectives | Principal            |
| December 2010      | Skills Calendar for Jan-Feb<br>Evidenced by posted Daily Objectives  | Principal            |

---

|               |                                                                            |                     |
|---------------|----------------------------------------------------------------------------|---------------------|
| February 2011 | Skills Calendar for<br>Mar- Apr<br>Evidenced by posted<br>Daily Objectives | Principal           |
| March 2011    | Frameworks<br>Reinforced<br>Evidenced by posted<br>Daily Objectives        | Principal/ Director |

- ❖ Ongoing throughout Academic Year – eBLAST Academy will offer reinforcement through professional development, team meetings, assessment of practices to strategically plan Alignment of State Standards.
  - ❖ Due to testing constraints we will expect all standards and frameworks to have been covered at least once by Spring-testing, after testing frameworks are vigorously recapped through the end of the year.
  - ❖ eBLAST Academy will remain abreast of ongoing updates to State Standards as they become available and shall remain current on any Professional Development that may help in these areas.
- 

### **Standard 11: Enrollment Criteria and Procedures**

*ADE Response:* Application lacks a detailed student recruitment plan.

*Response:* eBLAST Academy will utilize numerous routes of recruiting families to attendance within the charter school. We will have faculty and volunteers in place to accommodate bilingual families. Students will be recruited by “word of mouth,” newspaper ads, McNeil City website, school website, churches, handouts, posters and mass mailing. The city

of McNeil has agreed to post news bulletins on their website and have placed strategic notes on water bills to citizens of the city. The proposed charter school has also begun a website where people of the area have been receiving information about meetings and upcoming events related to the new charter school. All needed information and registration paperwork will be made available by this means of media ([www.eblastacademy.com](http://www.eblastacademy.com)).

The entity has already advertised and placed an enrollment ad in the local newspaper in order to get an idea of the number of students who may attend. The local newspaper has already given the proposed charter school front page headlines with large news articles on six different occasions. Advertisements of the proposed charter have been set up at every festival in the area (Blossom Festival, Festival on the Rails, etc.) The local radio station has also agreed to work with us on recruitment by airwaves.

The most important recruitment plan will be to send mailers to every person on mail routes of McNeil, Stephens, Waldo and Magnolia. A brochure will be produced and mailed that will introduce the charter school to the area and answer some of the most asked question concerning it. The brochure will also have contact information for those who have more interest in attending the school. Those interested in attending will be sent more information and a complete application.

### **Standard 13: Business and Budgeting Plan**

*ADE Response:* The application identifies a very general procurement plan that lacks specificity. The applicant did not budget revenue budget for Enhancement Funding of \$35.00 per student which would generate an additional \$7,000 based on a projected enrollment of 200 students. The budget includes revenue from several grant sources that are not guaranteed funds. The budget

template indicates that the school will have four administrative positions. This seems excessive for a projected enrollment of only 200 students. It is possible that not all of the positions are actual school administrators; however, the budget template does not include a specific breakdown. The sub-total on the budget template for Regular Classroom Instruction is not correct. The amount listed is \$854,000. The actual amount is \$681,250. The amount listed on the budget template for Total Expenditures is not correct. The figure includes (to) incorrect amount under Regular Classroom Instruction. The amount listed for Total Expenditures does not include the facilities cost of \$48,000. However, a notation was included explaining that there would be no costs for the first two years. This will be a continuing expense thereafter and should be included to prove long-range financial viability.

*Response:* Purchases made by the administration of eBLAST Academy will only be those items and services deemed necessary or that are required to fulfill the mission of the charter school. The board of directors will approve a school budget at the beginning of the year as a guideline for these procurements. Even after the budget is approved, items that cost more than \$10,000 must be approved by the board before purchasing.

Items that are less than \$10,000 will be purchased by the following method.

- 1) At least two or more quotations or bid proposals are obtained when possible
- 2) All local, state and federal laws will be followed
- 3) Shipping prices must be confirmed
- 4) A purchase order is submitted
- 5) The bookkeeper checks the purchase order against the budget
- 6) The purchase order is sent to the Executive Director for final approval

The reason that we did not budget in the revenue budget for Enhancement Funding of \$35.00 per student is because we were told



by a person in federal funding at the ADE that this funding would end this year and would not be included in next year's budget. The \$7,000 would certainly be useful and appreciated. We hope that we do receive this money and that it was misinformation that we were given when seeking advice on the application.

The budgeted amount for administration does cover the Executive Director, a principal, and two secretaries, not four administrators. The enrollment of 200 students is a lower amount than the expected students count. The enrollment may be between 300 and 450 students. We took the safest estimate on preliminary polls, but the interest has grown considerably.

You are correct. A mistake was made in the addition of the column for Regular Classroom Instruction. These are corrected in the revised budget which will also reflect the Enhanced Funding. (See Budget Attachment) The facilities expense has also been added even though it will not be added for the first two years. The budget actually only reflects the startup cost since equipment, furniture and other necessary items will be purchased then which will not be purchased in the following years. Therefore the budget will decrease somewhat each year thereafter.

### **Standard 16: Facilities**

*ADE Response:* Please provide additional information regarding classroom sizes.

*Response:* The classrooms vary, but not much, as to the square footage in each. The average room measures 25 feet wide by 32 feet long, an average of 800 square feet per class room. There are a couple of larger classrooms which will be used for a computer lab and a library.

## **Standard 21: Desegregation Assurances**

*ADE Response:* The application has failed to demonstrate that it has carefully reviewed the potential impact that its charter school's operation would have on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools as required by Ark. Code Ann §6-23-106 (a).

*Response:* We fully understand our statutory obligations to create and maintain a unitary system of desegregated public schools as required by Ark. Code Ann §6-23-106 (a). We have carefully and thoroughly investigated the impact that a charter school in McNeil would have on the schools in the area. As an open enrollment charter school, students may come from anywhere in the state, but those who have shown interest are from the Stephens/McNeil school district. The enrollment poll taken showed that the students would be approximately 60% black and 39% white (1% other). This is consistent with the ratio of the population in McNeil and would have no diverse effect. This reflects the student population of the Magnolia School District as well. eBlast Academy will not impact the public school district's efforts to comply with court orders or desegregation laws. As stated in the application, we will not discriminate and will meet all obligations in hiring faculty and staff. We are committed to abide by all federal and state civil rights laws.

In a professional study on the impact of charter schools on desegregation efforts, Nathan C. Jensen and Gary W. Ritter from the University of Arkansas (*Arkansas Education Report: Volume 6: Issue 3*), the conclusion was made that "*charter schools are not inhibiting the district from becoming more integrated, and in fact may be contributing to the integration efforts of the district.*" This in depth research clearly demonstrates that charter schools are not only good for the education of the children, they promote statutory obligations to create and maintain a unitary system of

desegregated public schools as required by Ark. Code Ann §6-23-106 (a). The report ended with this statement, “*Placing further restrictions on charter school enrollment based solely on this argument does not seem warranted, and will simply take away educational options that some students—white or minority—might otherwise not have.*” From our research on the impact of eBLAST Academy in the McNeil area, we conclude that we will not impact the public school district’s efforts to comply with court orders and statutory obligations.

**Public Charter School Application  
Budget Worksheet  
eBLAST Academy**

**Revenues**

State Public Charter School Aid:

No. of Students (200 x \$5.905.00) State Foundation Funding

\$1,181,000.00

No. of Students (200 x \$41.33) Professional Development

\$8,266.00

No. of Students (200 x \$35.00) Enhanced Funding

\$7,000.00

No. of Students (200) x \$496) NSLA Funding

\$99,200.00

Line#

4 Total State Charter School Aid \$ 1,295,466.00

5

6 Other Sources of Revenues:

7 Private Donations or Gifts \$98,500.00

8 Federal Grants (List the amount) 450,000.00 (ADE) 50,000 (Title I)

9 Special Grants (List the amount) 270,000.00 (WFF)

10 Other (Food Services) 150,000.00 (meals)

11

12

13 Total Other Sources of Revenues \$1,018,500.00

14

15 **TOTAL REVENUES** \$2,313,966.00

16

17 **Expenditures** **Amount** **Total**

18

19 Administration:

20 Salaries: (No. of Positions 4) 212,000

21 Fringe Benefits 53,000

22 Purchased Services

23 Supplies and Materials 4,000

24 Equipment 15,000

25 Other (Describe) \$284,000.00

26

27 Regular Classroom Instruction:

28 Salaries: (No. of Positions 11) 385,000.00

29 Fringe Benefits 96,250.00

30 Purchased Services

31 Supplies and Materials 50,000

32 Equipment 150,000

33 Other (Describe) \$681,250.00

|    |                                                         |                       |             |
|----|---------------------------------------------------------|-----------------------|-------------|
| 34 |                                                         | (Budget Continued)    |             |
| 35 | Special Education:                                      |                       |             |
| 36 | Salaries: (No. of Positions 1 )                         | 45,000                |             |
| 37 | Fringe Benefits                                         | 11,000                |             |
| 38 | Purchased Services (NWEA, etc.)                         | 5,000                 |             |
| 39 | Supplies and Materials                                  | 4,000                 |             |
| 40 | Equipment                                               | 3,000                 |             |
| 41 | Other (Describe)                                        |                       | \$68,000    |
| 42 |                                                         |                       |             |
| 43 | Gifted and Talented Program:                            |                       |             |
| 44 | Salaries: (No. of Positions_)                           |                       |             |
| 45 | Fringe Benefits                                         |                       |             |
| 46 | Purchased Services                                      |                       |             |
| 47 | Supplies and Materials                                  |                       |             |
| 48 | Equipment                                               |                       |             |
| 49 | Other (Describe)                                        |                       | \$0.00      |
| 50 |                                                         |                       |             |
| 51 | Alternative Education Program:                          |                       |             |
| 52 | Salaries: (No. of Positions_)                           |                       |             |
| 53 | Fringe Benefits                                         |                       |             |
| 54 | Purchased Services (DIBELS, Etc.)                       |                       | \$12,000.00 |
| 55 | Supplies and Materials (Testing supplies and materials) |                       | \$10,000.00 |
| 56 | Equipment (computers)                                   |                       | \$15,000.00 |
| 57 | Other (Describe)                                        |                       |             |
| 58 |                                                         |                       |             |
| 59 | Guidance Services:                                      | Special Ed./Counselor |             |
| 60 | Salaries: (No. of Positions 1 )                         |                       |             |
| 61 | Fringe Benefits                                         |                       |             |
| 62 | Purchased Services                                      |                       |             |
| 63 | Supplies and Materials                                  |                       |             |
| 64 | Equipment                                               |                       |             |
| 65 | Other (Describe)                                        |                       |             |
| 66 |                                                         |                       |             |
| 67 | Health Services:                                        |                       |             |
| 68 | Salaries: (No. of Positions 1 )                         | 25,000                |             |
| 69 | Fringe Benefits                                         | 6,000                 |             |
| 70 | Purchased Services                                      |                       |             |
| 71 | Supplies and Materials                                  | 4,000                 |             |
| 72 | Equipment                                               | 10,000                |             |
| 73 | Other (Describe)                                        |                       | \$45,000    |

|     |                                             |        |                    |           |
|-----|---------------------------------------------|--------|--------------------|-----------|
| 74  |                                             |        | (Budget Continued) |           |
| 75  | Media Services:                             |        |                    |           |
| 76  | Salaries: (No. of Positions-Y               |        |                    |           |
| 77  | Fringe Benefits                             |        |                    |           |
| 78  | Purchased Services                          |        |                    |           |
| 79  | Supplies and Materials                      |        |                    |           |
| 80  | Equipment                                   |        |                    |           |
| 81  | Other (Describe)                            |        |                    | \$0.00    |
| 82  |                                             |        |                    |           |
| 83  | Fiscal Services:                            |        |                    |           |
| 84  | Salaries: (No. of Positions 1 )             | 35,000 |                    |           |
| 85  | Fringe Benefits                             | 8,000  |                    |           |
| 86  | Purchased Services                          |        |                    |           |
| 87  | Supplies and Materials                      | 3,000  |                    |           |
| 88  | Equipment                                   | 6,000  |                    |           |
| 89  | Other (Describe)                            |        |                    | \$52,000  |
| 90  |                                             |        |                    |           |
| 91  | Maintenance and Operation:                  |        |                    |           |
| 92  | Salaries: (No. of Positions 3 )             | 62,000 |                    |           |
| 93  | Fringe Benefits                             | 15,000 |                    |           |
| 94  | Purchased Services                          | 15,000 |                    |           |
| 95  | (include utilities)                         |        |                    |           |
| 96  | Supplies and Materials                      | 5,000  |                    |           |
| 97  | Equipment                                   | 40,000 |                    |           |
| 98  | Other (Describe)                            |        |                    | \$137,000 |
| 99  |                                             |        |                    |           |
| 100 | Pupil Transportation:                       |        |                    |           |
| 101 | Salaries: (No. of Positions_)               |        |                    |           |
| 102 | Fringe Benefits                             |        |                    |           |
| 103 | Purchased Services                          |        |                    |           |
| 106 | Other (Describe)                            |        |                    |           |
| 107 |                                             |        |                    |           |
| 108 | Food Services:                              |        |                    |           |
| 109 | Salaries: (No. of Positions 2)              |        | \$32,000.00        |           |
| 110 | Fringe Benefits                             |        | 8,000.00           |           |
| 111 | Purchased Services                          |        |                    |           |
| 112 | Supplies and Materials (food, drinks, etc.) |        | 80,000.00          |           |
| 113 | Equipment                                   |        | 35,000.00          |           |
| 114 | Other (Describe)                            |        | \$0.00             |           |



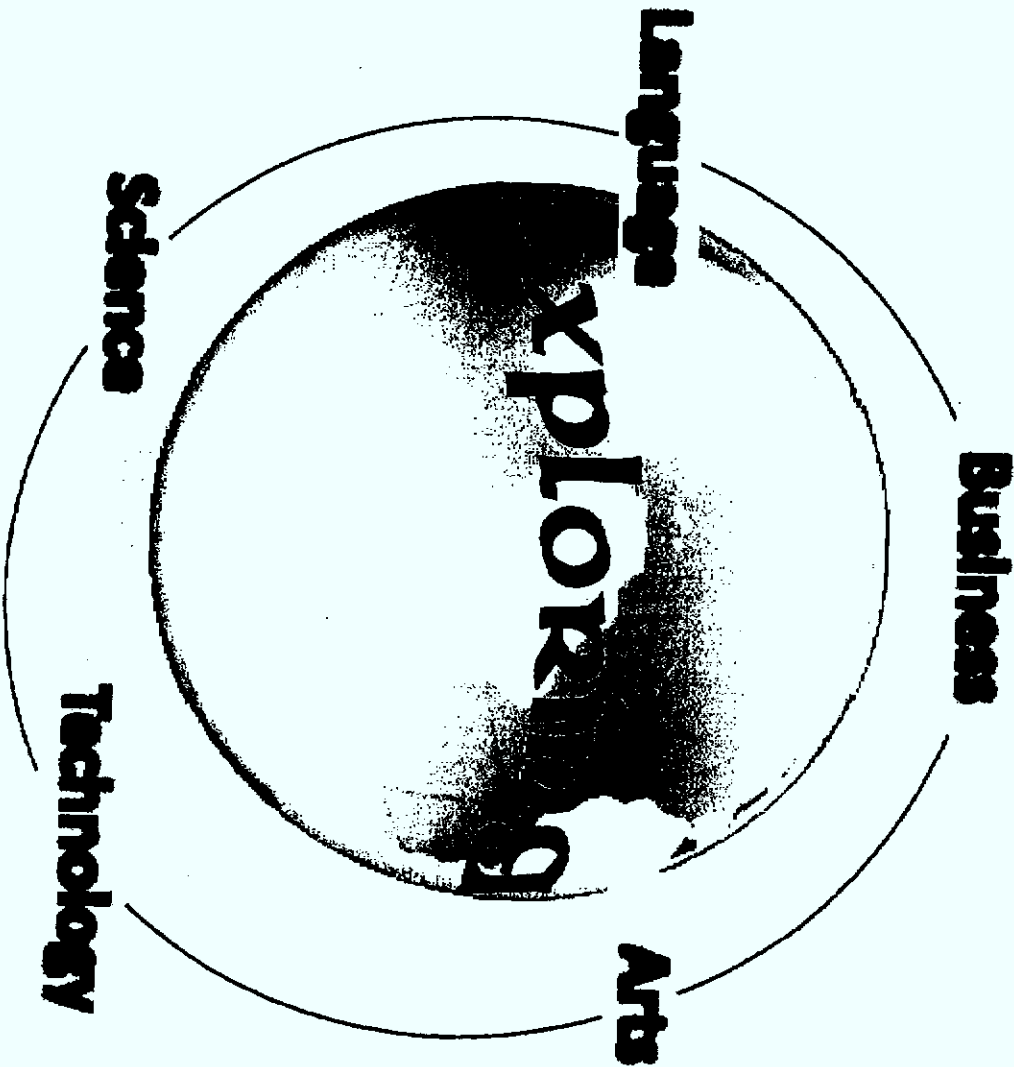
|     |                                                                          |        |  |                    |                            |
|-----|--------------------------------------------------------------------------|--------|--|--------------------|----------------------------|
| 115 |                                                                          |        |  | (Budget Continued) |                            |
| 116 | Data Processing:                                                         |        |  |                    |                            |
| 117 | Salaries: (No. of Positions_)                                            |        |  |                    |                            |
| 118 | Fringe Benefits                                                          |        |  |                    |                            |
| 119 | Purchased Services                                                       |        |  |                    |                            |
| 120 | Supplies and Materials                                                   |        |  |                    |                            |
| 121 | Equipment                                                                |        |  |                    |                            |
| 122 | Other (Describe)                                                         |        |  |                    | \$0.00                     |
| 123 |                                                                          |        |  |                    |                            |
| 124 | Substitute Personnel:                                                    |        |  |                    |                            |
| 125 | Salaries: (No. of Positions 3                                            | 30,000 |  |                    |                            |
| 126 | Fringe Benefits                                                          | 7,500  |  |                    | \$ 37,500                  |
| 127 |                                                                          |        |  |                    |                            |
| 128 | Facilities:                                                              |        |  |                    |                            |
| 129 | Lease/Purchase (contract for one total year including facility upgrades) |        |  |                    | None for first two years   |
| 130 | Please list upgrades:                                                    |        |  |                    | \$48,000/yr. after 2 years |
| 131 |                                                                          |        |  |                    |                            |
| 132 | Utilities (contract for one total year including facility upgrades)      |        |  |                    | \$20,000.00                |
| 133 | Insurance (contract for one total year including facility upgrades):     |        |  |                    |                            |
| 134 | Property Insurance                                                       |        |  |                    |                            |
| 135 | Content Insurance                                                        |        |  |                    | \$3,500                    |
| 136 |                                                                          |        |  |                    |                            |
| 137 | Debt Expenditures:                                                       |        |  |                    |                            |
| 138 | Other Expenditures:                                                      |        |  |                    |                            |
| 139 | (Describe)                                                               |        |  |                    |                            |
| 140 |                                                                          |        |  |                    |                            |
| 141 | TOTAL EXPENDITURES                                                       |        |  |                    | \$1,568,250                |

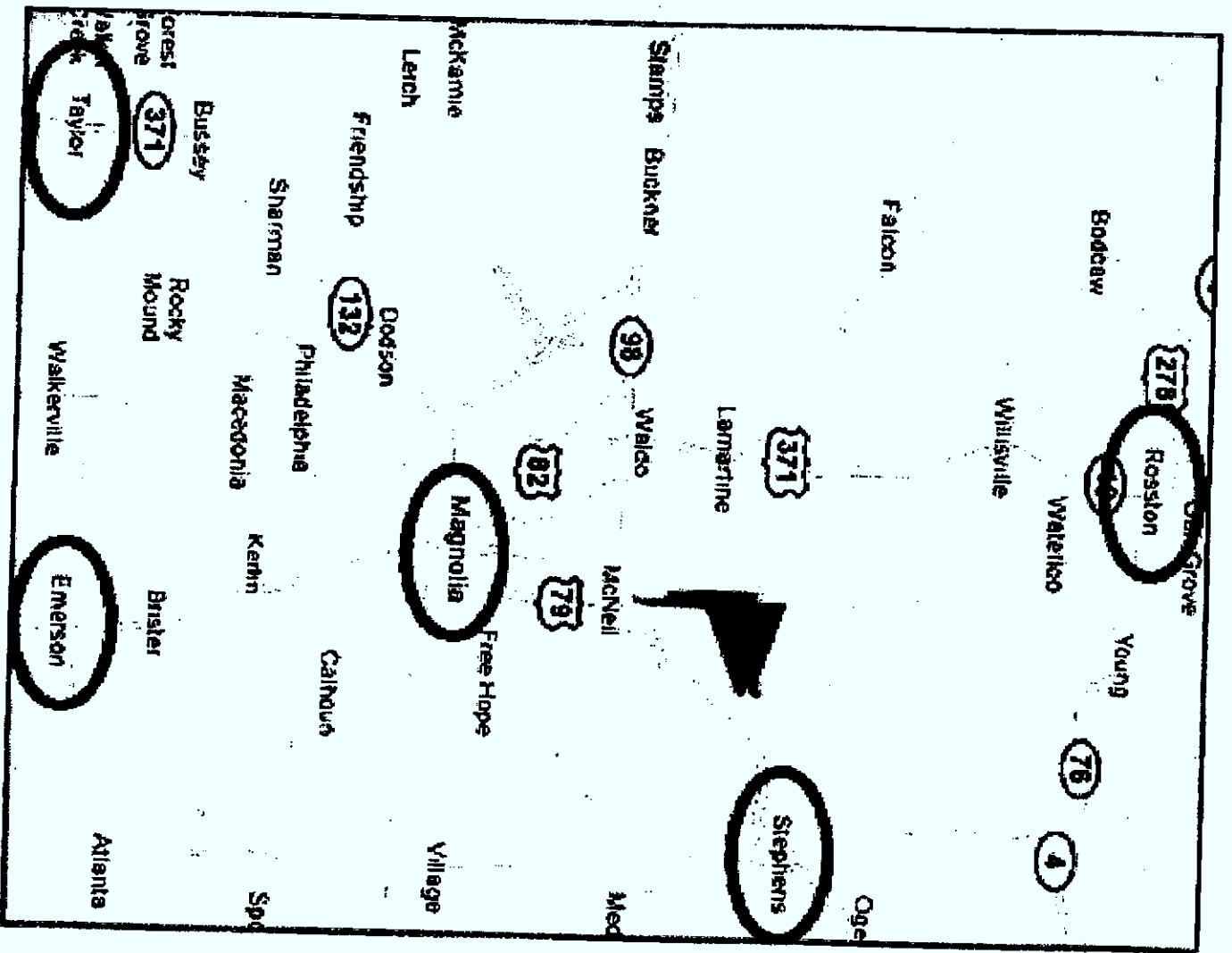
Application Cycle 2010

# Additional Documents Received by ADE

e-BLAST Academy

# eBLAST



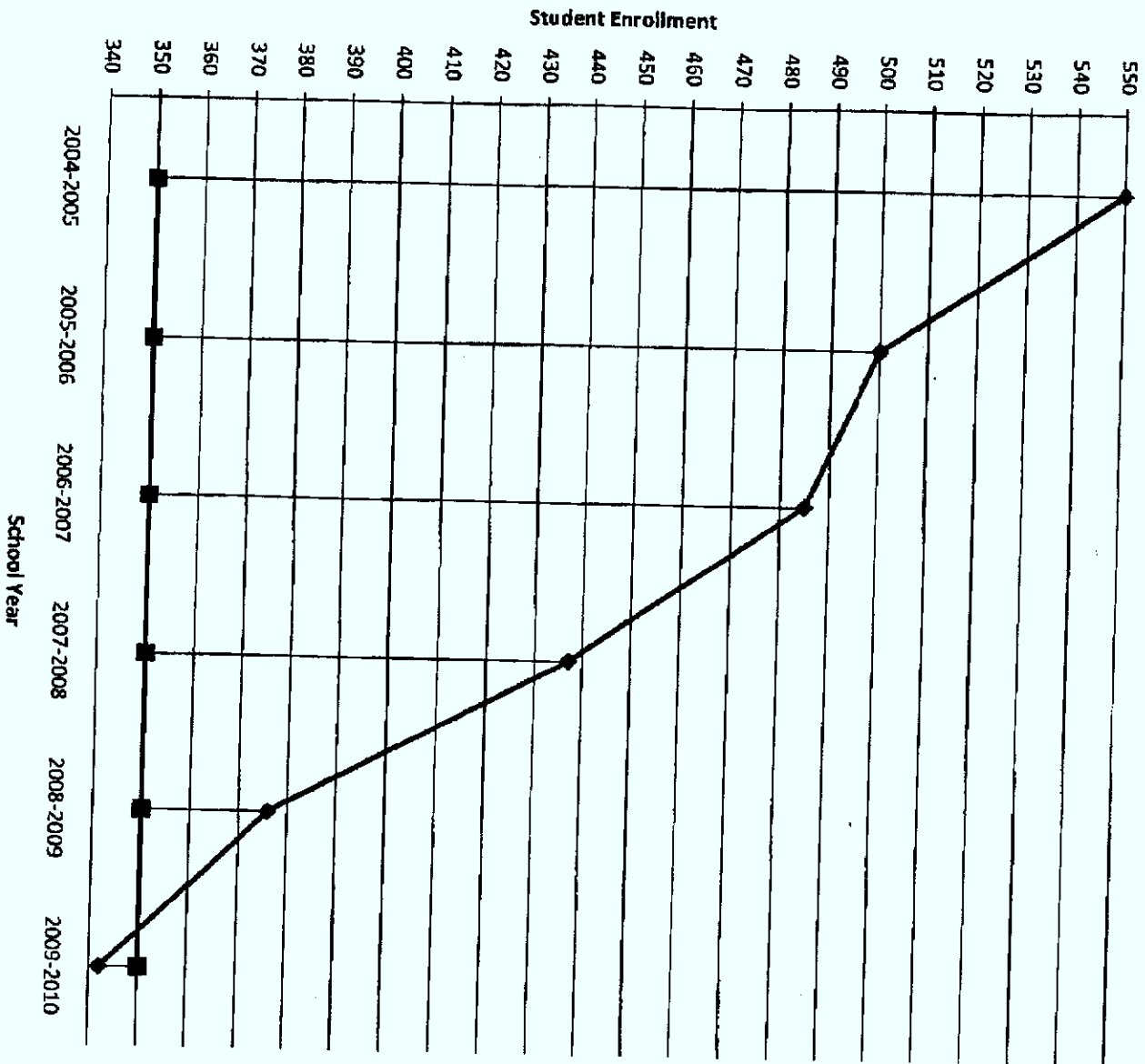


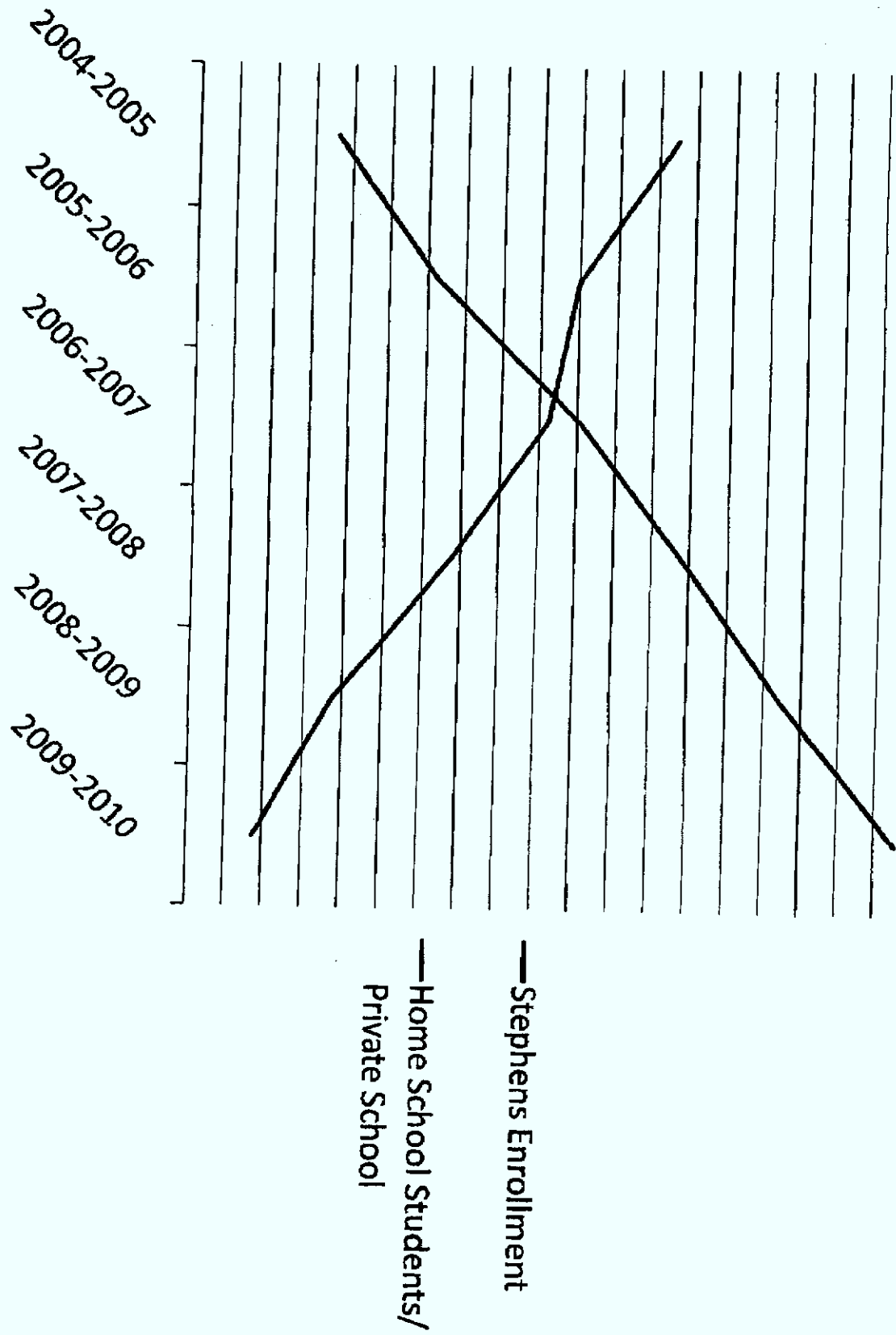
## Area Districts Mileage

**Prepared eHLAST Academy Site**  
**306 Walnut, McNeil, AR 71732**

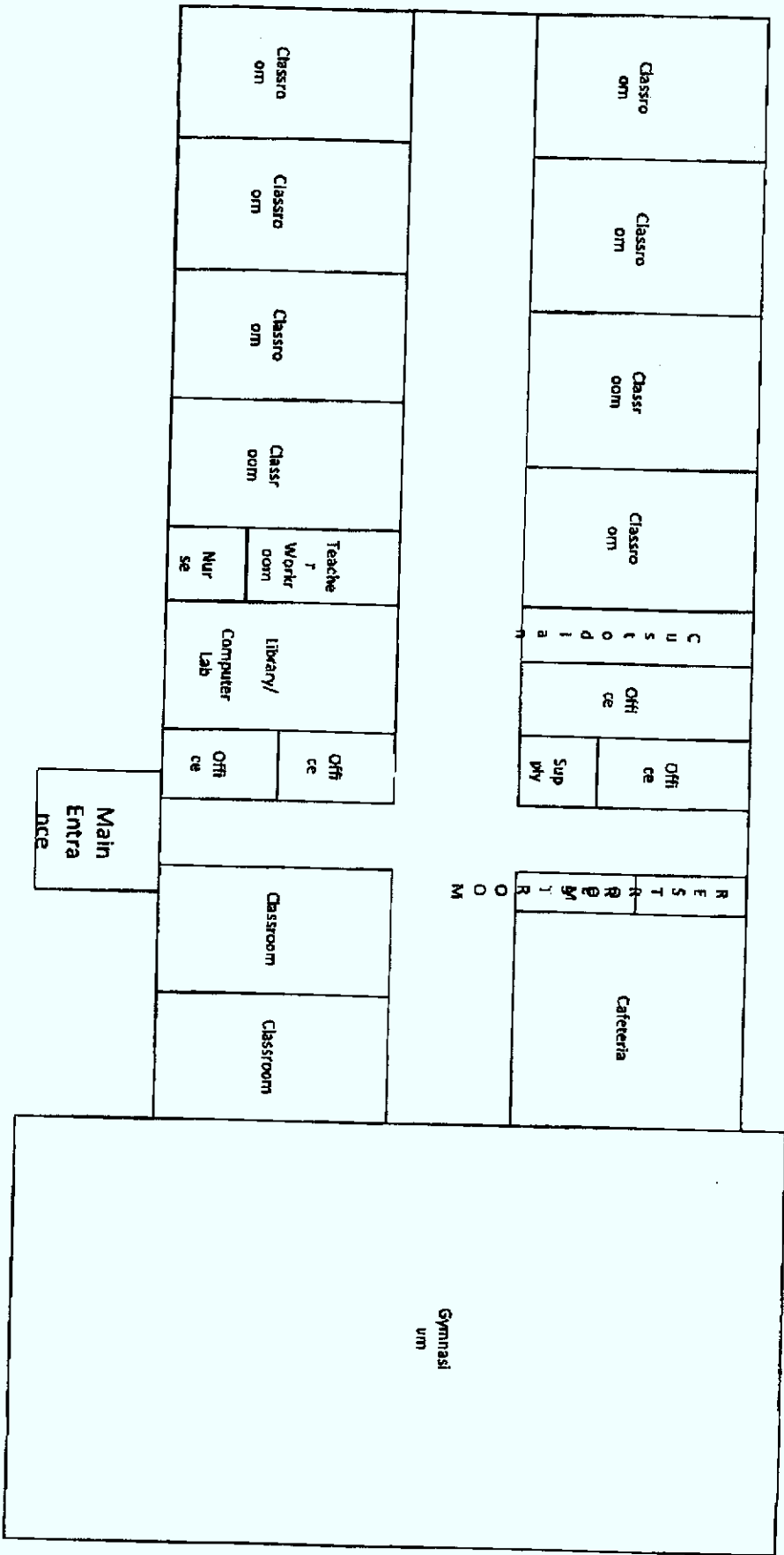
- All distances originate from this location.*
- \* **Magnolia SD ~ 6.6 miles**
  - \* **Stephens SD ~ 10.8 miles**
  - \* **Nevada SD ~ 19.1 miles**
  - \* **Emerson-Taylor ~ 19.3 miles (Emerson Campus)**
  - \* **Emerson-Taylor ~ 28.4 miles (Taylor Campus)**

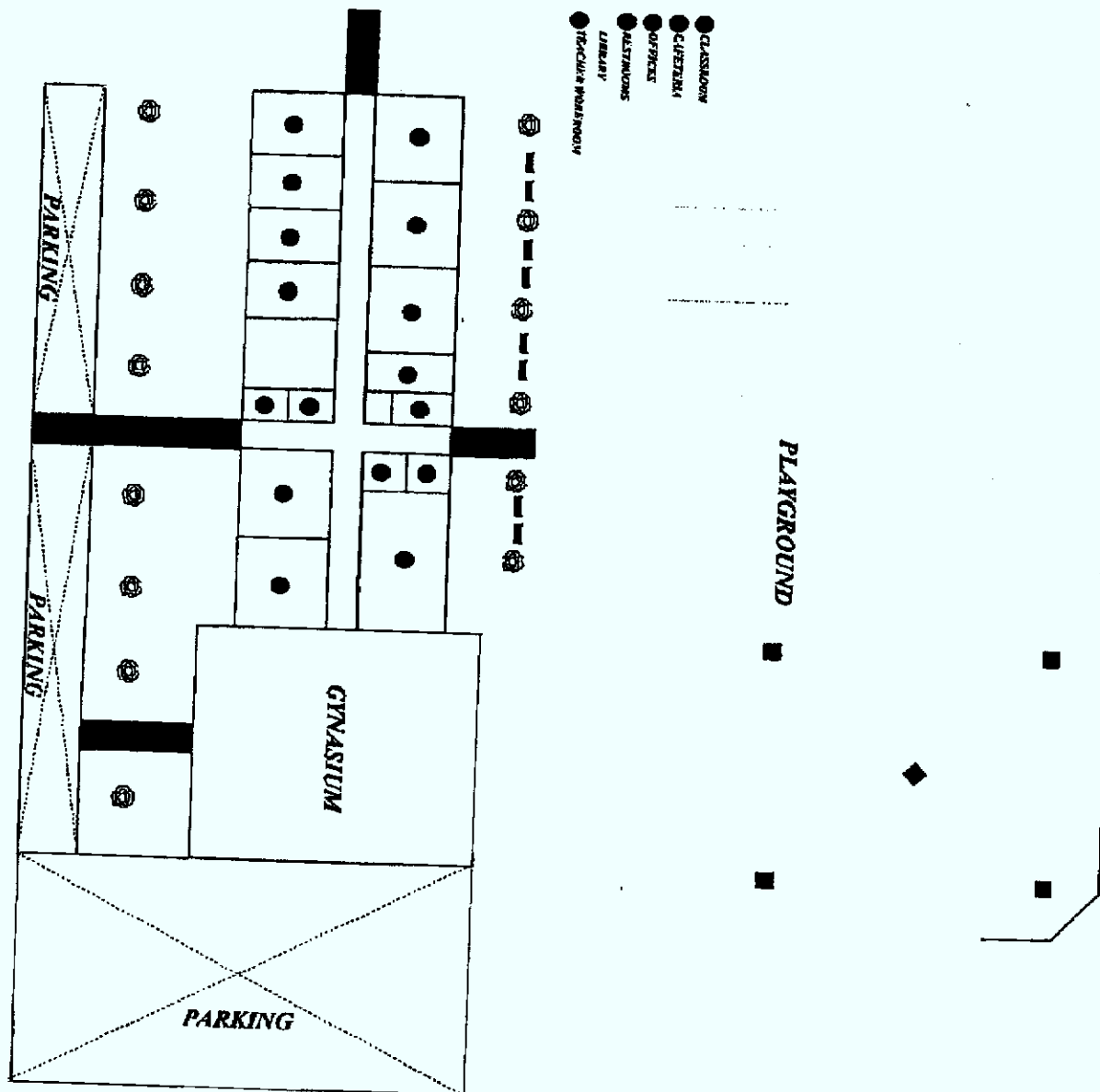
# Stephens School District Enrollment 2004-2010











# Academic Need in the Area

|                                         |                                                                                                                                             |                                                                                                                            |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Stephens SD</b><br><b>AYP ~ SI_1</b> | <b>Elementary (SI_4)</b><br>➤ Math SI_4<br>➤ Literacy ALERT                                                                                 | <b>High School (SI_4)</b><br>Math SI_1<br>Literacy SI_5                                                                    |
| <b>Magnolia SD</b><br><b>AYP ~ SI_1</b> | <b>East Side Elementary (SI_1)</b><br>➤ Math ALERT<br>➤ Literacy SI_2<br><b>Central Elementary (SI_2)</b><br>➤ Math SI_5<br>➤ Literacy SI_5 | <b>Junior High (SI_1)</b><br>➤ Math SI_4<br>➤ Literacy SI_2<br><b>High School (SI_1)</b><br>➤ Math SI_2<br>➤ Literacy SI_5 |

|                          |                                  |                                        |
|--------------------------|----------------------------------|----------------------------------------|
|                          | AYP STATUS CHANGE OVER TIME      |                                        |
|                          | <u>MAGNOLIA SCHOOL DISTRICT</u>  |                                        |
| 2004 AYP SI-1            | HIGH                             | 2009 AYP WHOLE SCHOOL INTENSIVE YEAR 2 |
| 2004 AYP MEETS STANDARDS | JR. HIGH                         | 2009 AYP WHOLE SCHOOL INTENSIVE YEAR 2 |
| 2004 AYP SI-1            | CENTRAL                          | 2009 AYP WHOLE SCHOOL INTENSIVE YEAR 2 |
| 2006 AYP ALERT           | EAST-WEST                        | 2009 AYP WHOLE SCHOOL INTENSIVE YEAR 2 |
|                          | <u>STEPHENS SCHOOL DISTRICT</u>  | 2009 AYP WHOLE SCHOOL INTENSIVE YEAR 2 |
|                          | ELEMENTARY                       |                                        |
| 2004 AYP MEETS STANDARDS |                                  | 2009 WHOLE SCHOOL INTENSIVE            |
|                          | IMPROVEMENT YEAR 5 RESTRUCTURING |                                        |
| 2004 AYP MEETS STANDARDS | HIGH                             | 2009 TARGETED INTENSIVE IMPROVEMENT    |
|                          | ACHIEVING YEAR 4                 |                                        |

| EXTRA NOTATIONS |           |                   |                   |                   |                   |                   |                   |                   |  |
|-----------------|-----------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--|
| OVERALL         | FINAL AYP | COMBINED LITERACY | COMBINED MATH     | A.A. LITERACY     | A.A. MATH         | ECO. DIS LITERACY | ECO. DIS MATH     |                   |  |
| MHS             | SI-2      | WSI-2             | COMBINED LITERACY |                   |                   |                   |                   |                   |  |
| MHS             | SI-2      | WSI-2             | COMBINED LITERACY | ECO. DIS LITERACY | SWD MATH I        |                   |                   |                   |  |
| CENIKAL         | SI-2      | WSI-2             | COMBINED LITERACY | A.A. LITERACY     | ECO. DIS LITERACY | SWD LITERACY      | SWD MATH          |                   |  |
| EASTWEST        | SI-2      | WSI-2             | COMBINED LITERACY | COMBINED MATH I   | A.A. LITERACY     | A.A. MATH         | WHITE LITERACY    | ECO. DIS LITERACY |  |
| SI-5            | SI-M      | TIL-A-4           | COMBINED LITERACY | COMBINED MATH     | A.A. LITERACY     | A.A. MATH         | ECO. DIS LITERACY | ECO. DIS MATH     |  |
| SES             | SI-5      | WSI-5-R           | A.A. MATH         |                   |                   |                   |                   |                   |  |

# charter school

This is a cautious endorsement of the South Arkansas Foundation on Education's application to create a public charter school in McNeil.

The Arkansas Board of Education is expected to review in November the foundation's request to open "e-BLAST Academy" in the 2010 academic year. At least eight organizations are vying for the six additional charter school slots the state is authorized to create.

We have reported on SAFE's plans at length, but to summarize:

Charter schools are open enrollment, public schools receiving funding from the State of Arkansas. While charter schools do receive tax dollars, they do not receive property taxes. Charter schools are allowed greater flexibility in terms of course offerings, scheduling and requirements that it may place on students and parents.

SAFE owns the former McNeil High School building and plans to use it for classes in kindergarten through eighth grade. It may eventually offer high school classes. It plans four nine-week semesters, e-BLAST Academy wants to hire 27 people. The school will have a board of directors and a superintendent.

We encourage the State Board of Education to approve SAFE's application for two reasons.

First, there are 18 charter schools in Arkansas, but none in South Arkansas. In fact, McNeil's e-BLAST application remains the only South Arkansas charter school request. South Arkansas residents deserve

the practical opportunity to enroll their children in a charter school if they desire.

Second, we like the idea of academic diversity. Columbia County has regular public schools and one private, church-operated school. A charter school represents a third choice. It is a choice that deserves to have a fair test across Arkansas to see what it can do to improve academic achievement.

Academic achievement. That's the real test. e-BLAST Academy will be like every public school in the state. If its students fail to perform academically the state will shut it down. The pressure is on the South Arkansas Foundation on Education to prove that its academic contracts with students and parents, its programs and staff are sufficiently motivated toward success.

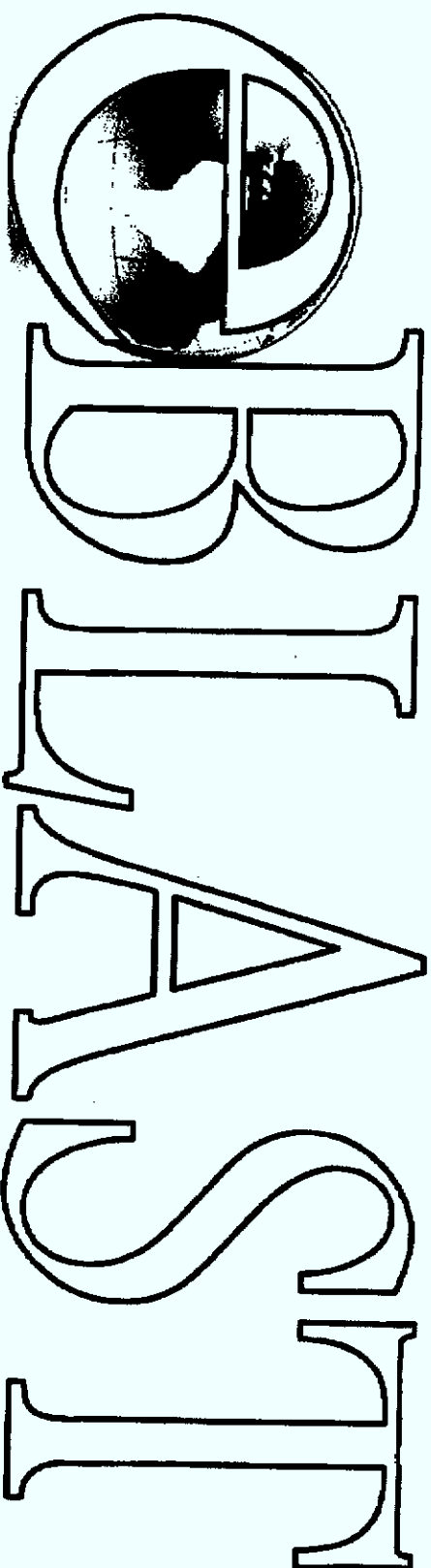
Our endorsement is cautious, because we do have our doubts about the ultimate ability of SAFE to acquire the funding and provide a rich level of academic programs that will make e-BLAST Academy successful.

However, we are not opposed to letting the charter school have its shot. The return of public education to McNeil will strengthen that community. If e-BLAST academy is successful, Columbia County will be able to point toward the choices parents will have in both public and private education.



# Our Promise

- More time on tasks.
- Longer school day.
- Every student will have an academic improvement plan (AIP).
- Wide range of educational opportunities. Students will begin in kindergarten learning foreign languages. Spanish, Latin, Mandarin Chinese, French and other languages.
- The students will be immersed in vertical and horizontal alignment of courses as our name implies—exploring Business, Languages, Arts, Sciences and Technology—eBLAST.
- Longer school year.
- Only Highly Qualified Teachers who are experts in their fields.
- Low student to teacher ratio
- Advanced technology classrooms
- “Here to Achieve” college focus



**"Here to Achieve"**