



## AGENDA STATE BOARD OF EDUCATION

December 14, 2009

Arkansas Department of Education

Auditorium, State Education Building

9:00 AM

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### Reports

#### Report-1 **Chair's Report**

*Presenter: Dr. Naccaman Williams*

#### Report-2 **Commissioner's Report**

*Presenter: Dr. Tom Kimbrell*

#### Report-3 **Superintendent of the Year Recognition**

*Dr. Matt McClure, Superintendent of School, Cross County School District has been named by the Arkansas Association of Educational Administrators as Arkansas Superintendent of the Year.*

*Presenter: Dr. Tom Kimbrell*

#### Report-4 **Recognition of 2008 Awardee and 2009 State Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching**

*The Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) is the highest recognition that a kindergarten through grade 12 mathematics or science teacher may receive for outstanding teaching in the United States. Enacted by Congress in 1983, this program authorizes the President to bestow up to 108 awards each year.*

*In addition to honoring individual achievement, the goal of the award program is to exemplify the highest standards of mathematics and science teaching. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education.*

*The Arkansas Department of Education is pleased to recognize these exemplary mathematics and science teachers and their schools:*

*2008 Presidential Awardee for Excellence (K-6 Mathematics)*

***Monica Norwood, Romine Interdistrict Elementary School***

*Little RockSchool District*

*2009 Presidential Award State Finalist (7-12 Science)*

***Ginny Chambliss, Rison High School***

2009 Presidential Award State Finalist (7-12 Mathematics)

**Lorraine Darwin, Cabot High School**

CabotSchool District

2009 Presidential Award State Finalist (7-12 Science)

**Karen Ladd, Nettleton High School**

NettletonSchool District

2009 Presidential Award State Finalist (7-12 Science)

**Linda Shott, Pottsville Junior High School**

PottsvilleSchool District

Recognition ceremonies for 2008 Presidential Awardees will be held January 4-7, 2010.

Recipients of the award will receive the following:

- A citation signed by the President of the United States.
- A paid trip for two to Washington, D.C., to attend a series of recognition events and professional development opportunities.
- A \$10,000 award from the National Science Foundation.

In spring of 2010, PAEMST will recognize the winners of the 2009 competition.

**Presenter:** Dr. Gayle Potter

## **Report-5 Status and Progress Report - Project EAST**

EAST® began over thirteen years ago in a single rural Arkansas classroom with a belief that students can play a vital role in their communities, and in directing their own educational processes and, ultimately, their own futures. Since that time, EAST has grown to include more than 215 schools in eight states, with over 180 of those in Arkansas. The EAST model is one that combines cutting-edge technology with significant community service projects in a student-centered atmosphere that allows the students to develop their ability to analyze problems, develop solutions and collaboratively deploy significant service to their communities. EAST's accomplishments are many, as attested by the more than 60,000 students who have experienced the model and the numerous service projects these students have developed for their communities. The nonprofit EAST Initiative has been helping schools across the country to implement EAST programs for over eight years. EAST has been named a model program by the United States Departments of Education and Labor.

**Presenter:** Jim Boardman

## **Consent Agenda**

### **C-1 Minutes: November 9 and 10, 2009, State Board of Education.**

**Presenter:** Dr. Charles Watson

### **C-2 Adoption of State Board of Education Meeting Dates for Calendar Year 2010**

Arkansas statute requires that each constitutional board and commission set proposed meeting dates for the next calendar year at the last regular meeting of each calendar year. The Arkansas State Board of Education has previously set the second Monday of each month as its regular meeting date. For 2010, the recommended meeting date for January is Tuesday, January 19.

**Presenter:** Dr. Charles Watson

### **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.

Process

To communicate to the members of the State Board on monthly personnel actions.

Bibliography

The information is needed to measure the effectiveness of our recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require us to compile statistical information about applicants for employment.

**Presenter:** Ms. Beverly Williams Ms. Clemetta Hood

### **C-4 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 December report summarizes the PMT for November.

**Presenter:** Dr. Charity Smith Willie Morris

### **C-5 Review of Loan and Bond Applications**

Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: **Revolving Loan – 2 Bus Applications – Recommend Approval; Commercial Bonds – 6 2nd Lien Bond Applications – Recommend Approval, 1 Voted Bond Application – Recommend Approval**

**Presenter:** Ms. Cindy Hedrick Ms. Amy Woody

### **C-6 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 40 school districts covering a total of 182 teaching positions and 3 school districts requesting 5 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

## **Action Agenda**

### **A-1 Continuation of Consideration 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 (UCOC) 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 is requesting to be granted an Open-Enrollment Charter from the State Board of Education. The State Board of Education deferred action on this application at its November 9, 2009, meeting until its December 14, 2009, meeting to obtain further information.

**Presenter:** Dr. Mary Ann D. Brown

**A-2**

## **Consideration for Final Approval: Proposed Amendments to Application Documents for Open Enrollment, District Conversion and Limited Charter Schools**

On July 13, 2009, the State Board approved for public comment Proposed Rules Governing Public Charter Schools and Applications. On August 21, 2009, a public hearing was held at the Department, with ten people in attendance. No comments were made regarding the application forms. After review of approved Rules Governing Public Charter Schools and Rules Governing Limited Public Charter Schools, the Charter School Unit presents these recommendations to the State Board. The Arkansas Department of Education is requesting final approval from the State Board of Education on the Application for Open Enrollment, District Conversion and Limited Charter.

**Presenter:** Dr. Mary Ann D. Brown

**A-3**

## **Request for Charter Amendment of District Conversion Public Charter School: Cabot Academic Center of Excellence, Cabot, Arkansas**

The State Board of Education approved the application for Cabot Academic Center of Excellence in 2004 and renewed it in May of 2007. Cabot Academic Center of Excellence requested a hearing before the State Board to amend its current charter school location to a larger building in order to accommodate its growing population. The entity is requesting that the State Board of Education grant the change in location to 21 Funtastic Drive, Cabot, Arkansas.

**Presenter:** Dr. Mary Ann D. Brown

**A-4**

## **Consideration for Adoption: Resolution Arkansas School Board Member Recognition Week**

The Arkansas School Boards' Association requests that the State Board of Education adopt a resolution proclaiming January 24-30 as Arkansas School Board Member Recognition Week.

**Presenter:** Dan Farley, Executive Secretary, Arkansas School Boards' Association

**A-5**

## **Consideration for Adoption: Academic Merit Resolution**

The Arkansas ACT Council Initiative has identified 38 Arkansas High Schools that have increased the ACT Composite Score by a full point or more while at the same time increasing participation. This resolution recognizes the work of these schools in improving academic performance on the ACT Exam.

**Presenter:** Dr. Charity Smith

**A-6**

## **Arkansas Better Chance 2009-2010 Funding Recommendations**

Pursuant to the authority granted the State Board of Education, the DHS Division of Child Care and Early Childhood Education requests approval of the attached funding recommendations under the Arkansas Better Chance program.

**Presenter:** Jamie Morrison

**A-7**

## **Request for Termination of Arkansas Better Chance grant with Sunrise Child Development Center Effective Immediately**

Pursuant to the authority granted the State Board of Education, the DHS Division of Child Care and Early Childhood Education requests approval of the termination of the Arkansas Better Chance program grant with Sunrise Child Development Center effective immediately. Documentation supporting this recommendation is found in the attachment.

**Presenter:** Jamie Morrison

**A-8**

## **Consideration for Approval: Proposed Emergency Rules Governing Revisions to the Arkansas Comprehensive Testing, Assessment and Accountability Program**

Act 1307 of 2009 substantially amended the requirements for End-of-Course assessments, including the requirement that the Arkansas



State Board of Education (Board) establish by rule the requisite (pass) scale score for high-stakes end-of-course assessments. Act 1307 of 2009 requires that beginning in the 2009-2010 school year, all students in Grade 9 or below who are enrolled in Algebra I must complete and meet the requisite scale score on the End-of-Course Algebra I Examination in order to receive an academic credit toward graduation. The End-of-Course Algebra I pass scale score was determined by a statewide committee of educators who engaged in a standard setting process in January 2009. The Board approved the pass raw cut score for Algebra I on February 9, 2009. The Department recommends that an End-of-Course Algebra I Examination pass scale score of 159 and above be set forth in Section 6.0 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). The Department also recommends that the tables in Section 6.04 of the ACTAAP Rules be revised. The recommended changes reflect the need to provide scale score ranges that correspond with proficiency levels. Because the revisions are necessary for the Board and the Department to comply with Act 1307 of 2009 during the Spring 2010 testing cycle, the Department requests that the Board approve the Arkansas Department of Education Emergency Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program.

**Presenter:** Dr. Gayle Potter

**A-9**

### **Consideration for Final Approval: Proposed Rules Governing Access to Public School Information on Comprehensive School Improvement Plans**

These proposed rules have been drafted to implement Act 1373 of 2009, which requires certain information to be posted on a school district's website, including the public school or school district's comprehensive school improvement plan, annual report card, school improvement status, parental involvement plan, and required teacher qualifications. It also allows the Department of Education to monitor compliance with these rules annually and states that compliance with these rules is a requirement for accreditation of a public school or school district. These rules were approved by the State Board to be released for public comment on July 13, 2009. A public hearing on the rules was held on August 12, 2009. Three (3) individuals attended the hearing, and two made comments. A copy of the comments received at the hearing is attached. The public comments resulted in changes to Sections 3.02.1 and 3.04 of the rules.

**Presenter:** Dr. Alice Barnes Rose

**A-10**

### **Consideration for Final Approval: Proposed Revisions to the Rules Governing the Calculation of Miscellaneous Funds**

The Public Comment period was extended to October 26, 2009 at the September 14, 2009, State Board of Education meeting. The Public Hearing was held in the ADE auditorium on October 22, 2009. Bill Goff and Cindy Hedrick represented the ADE at the hearing.

Mike Mertens of the Arkansas Association of Education Administrators attended the public hearing, but provided no comments.

Matthew Miller of the Bureau of Legislative Research, Administrative Rules Review Unit, attended the public hearing and provided the following verbal comments:

- 3.00 The definition of average daily membership in the rule did not include the following from the definition in the law: "In those instances in which the average daily membership for less than three (3) quarters is specified, the number of days used in the calculation shall be the days in the specified period of time." Also, the term "average daily membership" was not used in the revised rule. Striking the definition of "average daily membership" from the rule was suggested.
- 4.01.1 and 5.01.1 Matthew suggested changing the language, "If a school district did not receive funds from a category of Miscellaneous Funds listed in 3.02..." to "If a school district did not receive funds from a category of Miscellaneous Funds calculated under 3.02..."
- 5.01 The code cite in this section was changed from Ark. Code Ann. § 6-20-2503 to Ark. Code Ann. § 6-20-2303. Matthew noted that the calculation method is pursuant to Ark. Code Ann. § 6-20-2303, however, the code cite for bonded debt assistance is Ark. Code Ann. § 6-20-2503.

**Presenter:** Mr. Bill Goff

**A-11**

### **Request for Approval for Public Comment: Proposed Rules Governing Appeals Involving Student Residency Disputes Between School Districts**

*These proposed rules have been drafted to implement Act 1310 of 2009, which creates a process for resolving disputes between school districts concerning a student's proper school district of residence. Act 1310 allows for a preliminary investigation between two school districts when one school district has reason to believe that a student is unlawfully attending school in another school district. A school district may appeal from another school district's determination regarding the proper residency of the student to the Department of Education. Act 1310 requires that a departmental hearing officer investigate the appeal and conduct a hearing. A school district may appeal from the hearing officer's final decision to circuit court.*

**Presenter:** Jeremy Lasiter

## **A-12 Classification of Districts in Fiscal Distress**

*Pursuant to Ark. Code Ann. §6-20-1905, three additional districts received notice by certified mail as being identified by the Arkansas Department of Education for Fiscal Distress status. The identification, recommendation for classification, and any appeal would be presented at the December 14, 2009, State Board meeting. Districts were informed at that time they could not incur any future debt obligations without prior written approval from ADE. The three districts receiving notification were Forrest City, Wickes, and Yellville-Summit. The deadline for appeal has passed for Forrest City and Yellville-Summit. The appeal deadline for Wickes is December 6, 2009. As of December 1, 2009, no appeals have been filed. The Department recommends that Forrest City, Wickes, and Yellville-Summit be classified as being in Fiscal Distress.*

**Presenter:** Mr. Bill Goff

## **A-13 Review of Probationary Status of Fordyce High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years**

*Fordyce High School was identified as accredited-probationary in May of 2008 and May of 2009. Fordyce High School had three (3) teachers who were denied waivers to teach out-of-area during the 2008-2009 school year. During the 2007-2008 school year, a teacher taught with an expired teacher's license.*

*The Arkansas Department of Education (ADE) recommends that the State Board of Education (SBE) approve action initiated by the Fordyce School District under Ark. Code Ann. § 6-15-207(c)(8) and require that the district submit written certification to ADE by February 1, 2010 that the violations have been corrected and that no other violations of the Standards exist. An On-campus Standards Review will be conducted of the Fordyce School District prior to May 15, 2010 to verify the status. ADE will report to SBE the extent the district has corrected the violations.*

**Presenter:** Frank Wimer

## **A-14 Review of Accredited-Probationary Status of Hamburg High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years**

*Hamburg High School was identified as accredited-probationary in May of 2008 and May of 2009. Hamburg High School had a person who did not have a teacher's license in a position that requires a teacher's license and a teacher who was denied a waiver to teach out-of-area during the 2008-2009 school year. During the 2007-2008 school year, Hamburg High School did not have students enrolled in the required 38 units. The Arkansas Department of Education (ADE) recommends that the State Board of Education (SBE) approve action initiated by the Hamburg School District under Ark. Code Ann. § 6-15-207(c)(8) and require that the district submit written certification to ADE by February 1, 2010, that the violations have been corrected and that no other violations of the Standards exist. An On-campus Standards Review will be conducted of the Hamburg School District prior to May 15, 2010, to verify the status. ADE will report to SBE the extent the district has corrected the violations.*

**Presenter:** Frank Wimer

## **A-15 Review of Probationary Status of Hope High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years**

*Hope High School was identified as accredited-probationary in May of 2008 and May of 2009. Hope High School had two (2) teachers who were denied waivers to teach out-of-area during the 2008-2009 school year. During the 2007-2008 school year, Hope High School did not have students enrolled in the required 38 units and the school media collection did not meet the required book collection of at least eight (8) books per student. The Arkansas Department of Education (ADE) recommends that the State Board of Education (SBE) approve action initiated by the Hope School District under Ark. Code Ann. § 6-15-207(c)(8) and require that the district submit written certification to ADE by February 1, 2010, that the violations have been corrected and that no other violations of the Standards exist.*

An On-campus Standards Review will be conducted of the Hope School District prior to May 15, 2010 to verify the status. ADE will report to SBE the extent the district has corrected the violations.

**Presenter:** Frank Wimer

## **A-16 Review of Accredited-Probationary Status of Hughes High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years**

Hughes High School was identified as accredited-probationary in May of 2008 and May of 2009. Hughes High School did not have a waiver for a teacher to teach out-of-area during the 2008-2009 school year. During the 2007-2008 school year, Hughes School District employed two (2) people who did not have a teacher's license in positions that require a teacher's license. The Arkansas Department of Education (ADE) recommends that the State Board of Education (SBE) require the Hughes School District to continue curriculum alignment and professional development activities with the School Improvement Advisor approved and appointed by the Commissioner under Ark. Code Ann. § 6-15-207(c)(2), request ADE to continue to provide technical assistance, and require that the district submit written certification to ADE by February 1, 2010, that the violation has been corrected and that no other violations of the Standards exist. An On-campus Standards Review will be conducted of the Hughes School District prior to May 15, 2010, to verify the status. ADE will report to SBE the extent the district has corrected the violation.

**Presenter:** Frank Wimer

## **A-17 Review of Accredited-probationary Status of Osceola - Academic Center of Excellence Charter School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years**

Academic Center of Excellence Charter School was identified as State accredited-probationary in May of 2008 and May of 2009. The Academic Center of Excellence Charter School had a teacher teaching out-of-area after the licensure completion deadline during the 2008-2009 school year. During the 2007-2008 school year, a teacher taught with an expired teacher's license. The Arkansas Department of Education (ADE) recommends that the Board of Education (SBE) approve action initiated by the Osceola School District under Ark. Code Ann. § 6-15-207(c)(8) and require that the district submit written certification to ADE by February 1, 2010, that the violation has been corrected and that no other violations of the Standards exist. An On-campus Standards Review will be conducted of the Osceola School District prior to May 15, 2010, to verify the status. ADE will report to SBE the extent the district has corrected the violation.

**Presenter:** Frank Wimer

## **A-18 Review of Accredited-Probationary Status of Pulaski County Special - Northwood Middle School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years**

Northwood Middle School was identified as accredited-probationary in May of 2008 and May of 2009. Northwood Middle School had a teacher who was denied a waiver to teach out-of-area and did not have waivers for two (2) teachers to teach out-of-area during the 2008-2009 school year. During the 2007-2008 school year, Northwood Middle School had a teacher teaching out-of-area after the licensure completion deadline. The Arkansas Department of Education (ADE) recommends that the State Board of Education (SBE) approve action initiated by the Pulaski County Special School District under Ark. Code Ann. § 6-15-207(c)(8) and require that the district submit written certification to ADE by February 1, 2010 that the violations have been corrected and that no other violations of the Standards exist. An On-campus Standards Review will be conducted of the Pulaski County Special School District prior to May 15, 2010 to verify the status. ADE will report to SBE the extent the district has corrected the violations.

**Presenter:** Frank Wimer

## **A-19 Review of Probationary Status of Rector High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years**

Rector High School was identified as accredited-probationary in May of 2008 and May of 2009. Rector High School did not have students enrolled in the required 38 units during the 2008-2009 school year. During the 2007-2008 school year, Rector High School had a teacher teaching out-of-area after the licensure completion deadline. The Arkansas Department of Education (ADE) recommends that the State Board of Education (SBE) approve action initiated by the Rector School District under Ark. Code Ann. § 6-15-207(c)(8) and require that the district submit written certification to ADE by February 1, 2010 that the violation has been corrected and that no other violations of the Standards exist. An On-campus Standards Review will be conducted of the Rector School District prior to May 15, 2010 to verify the status. ADE will report to SBE the extent the district has corrected the violation.

**Presenter:** Frank Wimer

**A-20**      **Review of Accredited-Probationary Status of Williford Elementary and Williford High School in Twin Rivers School District for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years**

*Williford Elementary School and Williford High School were identified as accredited-probationary in May of 2008 and May of 2009. During the 2008-2009 school year, Twin Rivers School District employed a person in a position at Williford Elementary School and Williford High School who did not have an administrator's license in a position that requires an administrator's license, another who did not have a teacher's license in a position that requires a teacher's license, and did not have out-of-area waivers for seven (7) staff members to be assigned out-of-area, two (2) at the elementary and five (5) at the high school during the 2008-2009 school year. During the 2007-2008 school year, Twin Rivers School District assigned a person at both the Williford Elementary School and Williford High School with an expired teacher's license. Additionally, the Arkansas Department of Education (ADE) has not received evidence that the 2008-2009 accredited-probationary violations in the Twin Rivers School District have been corrected by the October 15, 2009 deadline and during the Priority Preliminary Probationary Visit (PPPV) on September 23, 2009, the Standards Assurance Unit learned that for 2009-2010 school year students are not enrolled in the required 38 units and teachers are still teaching out of area without waivers. The ADE recommends that the State Board of Education (SBE) consider taking action under Ark. Code Ann. § 6-15-207(c).*

**Presenter:** Frank Wimer

**A-21**      **Review of Probationary Status of Yellville-Summit High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years**

*Yellville-Summit High School was identified as accredited-probationary in May of 2008 and May of 2009. Yellville-Summit High School did not have waivers for two (2) teachers to teach out-of-area during the 2008-2009 school year. During the 2007-2008 school year, Yellville-Summit High School had a teacher teaching out-of-area after the licensure completion deadline. The Arkansas Department of Education (ADE) recommends that the State Board of Education (SBE) approve action initiated by the Yellville-Summit School District under Ark. Code Ann. § 6-15-207(c)(8) and require that the district submit written certification to ADE by February 1, 2010 that the violations have been corrected and that no other violations of the Standards exist. An On-campus Standards Review will be conducted of the Yellville-Summit School District prior to May 15, 2010 to verify the status. ADE will report to SBE the extent the district has corrected the violations.*

**Presenter:** Frank Wimer

**A-22**      **Hearing on Waiver Request for Teaching License - Leroy Edwards, Jr.**

*Mr. Edwards was convicted of Possession of a Controlled Substance, a Class C felony, on April 29, 2005, in Jefferson County Circuit Court and was sentenced to thirty-six (36) months probation. This is a disqualifying conviction pursuant to Ark. Code Ann. §6-17-410(c) (13). Mr. Edwards was notified on October 22, 2009, of the denial of his application for a teaching license based on this conviction and of his right to a hearing before the State Board of Education pursuant to Ark. Code Ann. §6-17-410(f). Mr. Edwards has exercised his right to a waiver hearing.*

**Presenter:** Jennifer Flinn

## **Minutes**

State Board of Education  
November 9 and 10, 2009

November 9, 2009

### Joint Session

The State Board of Education convened in the Student Center at Pulaski County Technical College and joined the State Board of Career Education and State Higher Education Coordinating Board for the annual joint session. The meeting convened at 8:30 a.m. and concluded with lunch at 12:30 p.m. All members of the Board of Education attended.

### State Board of Education

The State Board of Education convened in the Auditorium of the State Education Building on Monday, November 9, 2009. Chairman, Dr. Naccaman Williams called the meeting to order at 1:15 p.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.

No Board members were absent. There is one vacancy on the Board of Education.

### **Chair's Report**

Ms. Gullett reported on the annual meeting of the National Association of State Board's of Education (NASBE), which recently met in Cincinnati, OH. Ms. Gullett noted the presentation of Secretary of Education Arne Duncan in which he commented on needed improvements in college and university departments of education. She also reported on sessions related to health education and the exchange of ideas among Board members from other states.

Dr. Williams commented on the message from Governor Beebe at the joint session and noted the many good things happening in Arkansas education.

Ms. Mahony reported on the Gala Celebration held at the Governor's Mansion to honor the 2009 Arkansas Teacher of the Year. The National Teacher of the Year spoke and she noted one of his comments was that in all the presentations he had attended, none had been attended by a sitting governor. Ms. Mahony commended the ADE staff and external funding sources that made the Gala event possible.

### **Commissioner's Report**

Dr. Kimbrell's report included the following:

- Recognized the work of Julie Thompson and staff in the Communications Department for their work in preparing and managing the Teacher of the Year Gala Celebration.

- Noted that he and Alice Mahony attended an informational session hosted by the National Governor's Association (NGA) and the Council of Chief State School (CCSSO) officers to discuss the emerging Common National Standards. He stated that grade-level standards are being developed and will be released very soon. He commented on the timeline for adoption, which is projected for January 2010. He noted that common assessment of the standards will likely follow, but there is no timeline for the rollout of the assessments. He assured the Board that with the consideration of the common national standards it is imperative that any such adoption would not move Arkansas backward from the progress made in academic achievement in recent years.
- Reported that Beverly Williams has been invited to participate in a national endeavor to develop National Teacher Quality Standards.

### **Consent Agenda**

Ms. Mahony requested that Consent Agenda Item #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) be pulled from consideration at this meeting. Beverly Williams responded that she would convey the expressed concerns of this item to the Professional Licensure Standards Board at its next meeting.

Ms. Burrow moved adoption of the Consent Agenda as amended. Dr. Mays seconded the motion. The motion was adopted unanimously.

- Minutes – October 9, 2009
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309
- Consideration of Recommendation of the Professional Licensure Standards Board for Probation of Teaching Licensure for Three (3) Years by the State Board of Education with a Fine of \$75 on Case #09-051 – Walter Jenkins
- 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
- 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

### **Action Agenda**

#### **Consideration of Request from the Blevins School District for Approval to Close an Isolated School – Emmet K-12 Campus**

This item was removed from consideration by the Blevins School District.

## **Request for Final Approval for Revisions to the Arkansas Department of Education Rules Governing Professional Development**

Dr. Dee Cox was recognized to present this item. Dr. Cox reported that there were no changes proposed from the approval for public comment. She noted that no public comment suggested revision to the text of the document.

Ms. Newton moved approval as presented. Ms. Gullett seconded the motion. The motion was adopted unanimously.

*(A complete text of the testimony, questions and deliberation of the Board pursuant to review of the charter school applications was taken by a court reporter. That text is available as an attachment to these Minutes.)*

Tripp Walter was recognized to provide guidance for conducting the hearings related to review and consideration of the charter school applications.

## **Hearing of Open Enrollment Licensure Application and ADE Review: KIPP Blytheville College Preparatory School, Blytheville, AR**

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown noted that this item was somewhat different in that the application seeks to extend the KIPP Academy charter and thus license a new site in the Blytheville community. Scott Shirey was accompanied by students currently enrolled at the Helena site in presenting the documentation regarding this application.

Mr. Cooper asked about separate waivers on the different sites. Mr. Walter noted that under one charter, the different sites could seek unique waivers.

Ms. Gullett asked about the attrition rate for students from the Helena site and if students re-entered public school. Mr. Shirey responded that between 12 and 15 percent drop out of the KIPP program and generally those students do return to the public schools.

Dr. Mays questioned the issue of teachers being designated “highly qualified.” He asked for the KIPP definition of highly qualified and if it was consistent with that of *No Child Left Behind*. Mr. Shirey responded that KIPP at Helena has had zero licensure compliance issues with ADE and did not expect that to be an issue at Blytheville.

Ms. Mahony asked about the progress of adding grades. Mr. Shirey indicated that the progression of adding grades would parallel that of the Helena site: adding one grade per year until it gets to Grade 8. At that point the charter would come back to the Board requesting to add additional grades.

Ms. Gullett moved approval. Ms. Burrow seconded the motion. The motion was adopted unanimously on a roll-call vote.

## **Hearing of Open Enrollment Charter Application Appeal and ADE Review: Guap Academy College Preparatory School – West Memphis, AR**



Dr. Mary Ann Brown was recognized to present this item. Dr. Brown stated that the West Memphis School District has filed an appeal requesting that the application of Guap Academy be denied. Mr. Bill Kessinger, superintendent, West Memphis School District was recognized to present for the district. Following remarks by Mr. Kessinger, John Collins, principal of West Memphis High School was recognized to present data regarding the programs provided by the district for high school students.

Dr. Gerald Kiner was recognized to present the Guap charter application. He stated that the charter was designed to provide instruction for students who were not successful in West Memphis and who were behind their expected grade level.

Ms. Burrow asked what was unique about the content and curriculum that was being proposed. Mr. Kiner responded that it was primarily due to small class size and the strict focus on the Arkansas Content Standards.

Dr. Mays asked about the academic preparation of Dr. Kiner and if he graduated from an accredited college. Mr. Kiner responded that he graduated from a small Bible college in Mississippi that was looking to work toward accreditation.

Mr. Cooper asked about the location of the school – in a church facility. Mr. Cooper asked if students would be expected to be part of the church community. Dr. Kiner responded that the school was leasing space from the church and there was no link to the church other than it was a place to meet classes. Following another question, Dr. Kiner affirmed he was pastor of the church from which the lease would be made.

Ms. Mahony asked about experience in administration of a school or if the organization has other charters in another state. Dr. Kiner responded this was the first charter being proposed by this organizational group.

Ms. Burrow asked about Mr. Kiner's role in the school. He stated that he would be the executive director.

Mr. Ledbetter moved denial of the charter. Mr. Cooper seconded the motion. The motion was adopted unanimously on a roll-call vote. The following reflect reasons provided by Board members for denial of the charter:

- Cooper: did not believe the applicant can achieve the goals and objectives as proposed in the charter application
- Burrow: does not consider this application innovative
- Gullett: Does not believe this application provides anything that is not nor cannot be provided the targeted students by the West Memphis School District
- Ledbetter: Ditto Gullett's comments
- Mahony: does not consider this application innovative
- Mays: concerned about the applicant's academic credentials and the overall accreditation of the school
- Newton: does not believe that application is complete in some aspects and is not innovative.

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

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown stated that the Little Rock School District has submitted documentation opposing the approval of this application.

Mr. Chris Heller, attorney for the Little Rock School District was recognized to present for the district. Mr. Heller's presentation reflected the district's position that approval of the charter would further erode the work of the district in meeting the state's desegregation efforts. He challenged the Board that if an approval is to be granted that the Board would have to be certain that the school does not negatively impact desegregation in the three districts in Pulaski County.

Jackie Jackson presented on behalf of the applicant.

Questions from Board members were directed to clarification of the desegregation efforts and the potential for the Little Rock District retaining unitary status with the number of students potentially removed from the district to attend this charter school.

Ms. Mahony asked about the status of approval for a single gender school. Mr. Walter responded that this issue was the reason that the charter was not approved previously. He did indicate that legislation in the 2009 Session made single gender schools eligible for approval.

Dr. Williams expressed concern that a staff member from the Little Rock school administration was not present to respond to questions. Dr. Williams also expressed concern for actions or innovations implemented by the Little Rock District specifically directed to the unique needs of African American male students.

Ms. Mahony moved to table further consideration until the December meeting at which time legal issues should be resolved. Ms. Newton seconded the motion. The motion was adopted unanimously by a roll-call vote. Mr. Ledbetter requested that all legal documents be assimilated in sufficient time as to be included in distributed Board documents for the December meeting.

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

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown recognized Dr. Jim Rollins, superintendent of the Springdale School District, who provided opening comments then introduced Dr. Marcia Jones and Dr. Don Love. Drs. Jones and Love provided program and accountability data from the Springdale District and suggested that the Springdale District provides a quality program for all students.

Dr. Brown introduced Kaan Carmuz, superintendent of four Dove charter schools all located in Oklahoma. Mr. Carmuz spoke on behalf of the Sky Foundation, which proposed the Dove school that would be located in Springdale. He noted that the Dove school would focus its attention toward Hispanic students who tended to be less successful than other students enrolled in the Springdale School District.

Ms. Burrow ask why the proposed location in Springdale when so many other areas of the state are populated with students with higher needs than students in Springdale. Mr. Carmuz suggested that other schools in the SKY system are located near northwest Arkansas and some of the teachers in the Tulsa schools have family in the Springdale area. He stated that the developers believe there is a great need in that area of the state and that the climate is right for options for parents.

Ms. Gullett expressed confidence in the Springdale Schools and with the progress being made by students who are non English speaking.

Dr. Mays asked about the foreign language that is taught in the Oklahoma schools. Mr. Carmuz responded the languages were Spanish and Turkish. Dr. Mays inquired why Turkish? Mr. Carmuz responded that Turkish is the native language of a number of the teachers in the system and teachers are available with skills to teach that language.

Mr. Cooper asked about accountability as compared between Oklahoma and Arkansas. Mr. Carmuz stated the systems are different, different tests, etc., and it is difficult to make any comparisons.

Ms. Gullett asked about other partners of the parent groups that were referenced in the proposal. Mr. Carmuz stated that consultants originally worked with LISA Academies, but that relationship had been discontinued. At present there is no link to Arkansas entities.

Dr. Mays noted that part of the summer program would be an annual trip to Turkey. Mr. Carmuz responded that international relations is a major factor in the school and because of the link of many of the staff to Turkey, this is an opportunity to acquaint American students with another culture.

Mr. Cooper moved approval of the proposal. Ms. Burrow seconded the motion. The motion was rejected 2 yes and 5 no. Reasons for voting no:

- Gullett: uncomfortable with two levels of management and the questionable issue of who is to be held accountable.
- Ledbetter: proposal did not demonstrate any programming that would be superior to service provided by the Springdale School District.
- Mahony: the proposal lacks innovation and issues of management
- Mays: the proposal does not provide programming beyond what is already available from Springdale School District. Reasons for locating in Springdale not adequate
- Newton: does not think there is clear and compelling evidence that education in the area would be enhanced by approval of this charter application.

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

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown introduced Linda Auman to speak for the Fayetteville School District. Ms. Auman provided program descriptions and data supporting the status of the Fayetteville School District.

Dr. Brown introduced Misty Newcomb, organizer for the Prism Education Center in Fayetteville. Ms. Newcomb described a proposed center that would direct attention to a described group of students who currently are in an attendance zone in Fayetteville for which the local school is purported to not be

meeting the needs of this sub-group of low-achieving high-poverty students in Fayetteville. Among program ideas submitted, Ms. Newcomb suggested that a longer school day and longer school year are needed to overcome the poverty and low-achievement of the targeted students.

Mr. Ledbetter addressed the proposed transportation needs of these children should the school be authorized. Ms. Newcomb stressed that potential arrangements are pending with the public transportation system to support the school and a local stop at or near the school site would be added to the Ozark Regional Transit System routes. Mr. Cooper questioned the budget item of \$30,000 for transportation as written in the proposal.

Dr. Mays asked about formation of the Prism School Board and the link between that board and other service organizations in which the developer is associated. Ms. Newcomb noted that the Board's structure would be independent and there would be a process for getting representatives of the community involved. The membership of the Board was not provided in the proposal as noted by Dr. Mays.

Ms. Burrow asked about training of the proposed large number of volunteers that might be called to provide services to the students. Ms. Newcomb responded that training of all volunteers would be provided and would be coordinated through the school.

Dr. Williams asked about the educational background of Ms. Newcomb and other leaders in the proposal. Ms. Newcomb responded that she was a trained social worker and that was her background. Her passion is for the children who reside in this area of the city and for providing a stronger educational program for them.

Ms. Gullett asked if Ms. Newcomb had ever provided training as she was describing for teachers and school employees. Ms. Newcomb responded no. Ms. Gullett asked who would be the trainer. Ms. Newcomb noted that Justin Minkel from Springdale had agreed to work with the school. She indicated that Minkel was a non-traditionally trained teacher who was recognized as Arkansas Teacher of the Year.

Ms. Gullett moved to deny the proposed charter. Ms. Mahony seconded the motion. The motion was adopted 5 yes, 2 no (Cooper and Burrow voted no.) Reasons for supporting the motion:

- Gullett: there is no way that this entity can provide what the Fayetteville School District Provides for its students
- Ledbetter: not convinced that applicant will improve student performance beyond that of the Fayetteville District
- Mahony: the proposed staff is not ready to administer a school
- Mays: the applicant is not ready and the questionable financial aspects of the proposal
- Newton: agrees with other statements and does not believe that the proposal provides anything additional for students.

Meeting recessed at 8:00 p.m.

Meeting re-convened at 9:00 a.m. – Tuesday, November 10, 2009

All Board members were present.

## **Hearing of Open Enrollment Charter Application Appeal and ADE Review: Friends Academy of the Health and Environmental Sciences, Little Rock, AR**

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown introduced Chris Heller, legal counsel for the Little Rock School District. Mr. Heller also noted that Dennis Glasgow, assistant superintendent for the Little Rock District was present. Mr. Heller again restated the district's opposition to any charter school that might be under consideration based on the potential for negatively impacting the racial desegregation of the Little Rock District and the other districts in Pulaski County.

Dr. Brown introduced Dr. George Blevins to present the proposal from Friends Academy. Dr. Blevins stated that the proposal seeks to provide options for middle grade students who currently must attend a middle school in the Little Rock District, which is identified in school improvement as designated under *No Child Left Behind*. Also, Dr. Blevins revealed a lengthy list of local scientist and others who have demonstrated a commitment to participate in the development of the school. Dr. Blevins reported that the proposed site for the school is the old Mitchell School previously a land mark building in Little Rock. He stated that he had an option to purchase the building and then would lease it back to the school after it was renovated with funds from a federal grant.

Ms. Burrow questioned the ownership of the building and who would receive the rent from the school if it were approved. Dr. Blevins stated that he and his wife had purchased the building and was working to facilitate the needed renovation that could cost as much as \$5 million. Dr. Blevins acknowledged that he would be making a small profit if the school were organized and the building was renovated for the school's use.

Ms. Gullett asked about individuals who were listed as a group in the proposal. Dr. Blevins stated that the names on the design team should remain anonymous because some of them work in the Little Rock District and it would not be proper for them to be disclosed at this time.

Ms. Mahony asked Dr. Blevins about his role in the operation and management of the school. Dr. Blevins responded that it was his role to assure that a plan was in place and people in place to make the plan work. He noted that he does not plan to receive a salary for his work.

Mr. Ledbetter noted that in the budget 24% of the funds would be directed toward facilities rental. Dr. Brown affirmed the accuracy of that statement. Mr. Ledbetter noted that this percentage appears higher than might be expected and definitely more than other proposals. Dr. Brown expressed that every charter school is unique and often budgets as other aspects of the program are not comparable between schools. Dr. Blevins also pointed out that this building was an historic building and its operational cost would probably be more than a newer facility. Dr. Brown also noted that after the first year of operation, the facilities cost drops to approximately 14%. Ms. Newton asked questions relative to the proposed renovation of the facility and its availability and if there were a contingency plan. Dr. Blevins did not describe specific dates or alternative plans.

Dr. Mays expressed concern for the possible conflict of ethics with Dr. Blevins being the owner of the building and managing the Board that is leasing the building.

Tripp Walter addressed concerns about the potential conflict of interest with the ethics laws. He stated that it was his opinion that under the conditions described, there is not an apparent conflict of interest.

Ms. Newton moved approval of the proposal. The motion died for lack of a second.

Dr. Williams declared the proposal died for lack of a motion.

Following a short recess, Chairman Williams asked to Board to take definitive action. Mr. Cooper moved to deny the proposed charter application from Friends Academy. Ms. Burrow seconded the motion. The motion was adopted 6 yes, 1 no (Newton voted no.) Documentation of voted to deny:

- Mays: conflict of building ownership and relationship of the applicant to building ownership
- Ledbetter: concerns about the ownership and relations of owner and application and way lease is written. Also, concerns for meeting the targeted enrollment of attracting only high-poverty students to the school
- Gullett: could not find comfort level that resolves conflict of interest in lease and agreement
- Burrow: relations between lease and the school administration
- Cooper: same concern for lease agreement and agreement with argument from Little Rock District presentation
- Mahony: concern about lease agreement.

Ms. Newton stated that her concern over the lease agreement was answered by comments from Tripp Walter.

#### **Hearing of Open Enrollment Charter Application Appeal and ADE Review: Gillett Heritage Academy, Gillett, AR**

Dr. Mary Ann Brown was recognized to present this item. Gary Waymon, superintendent from the DeWitt School District spoke in opposition to this proposal. Mr. Waymon stated that the DeWitt District annexed the Gillett District under Act 60 due to decreasing enrollment at Gillett. He emphasized that DeWitt has maintained a school in site in Gillett to date, but it is necessary for budgetary reason to discontinue funding the school due to further decreasing enrollment and the high cost of supporting the site. Dr. Tom Cox and Ms. Betty Brewer representing the Dumas School District presented data supporting the quality of programming should students from the closing of Gillett Schools want to attend in Dumas.

Dr. Brown introduced Jennifer Menard representing the Gillett Civic Group, Inc, seeking to establish a charter school in the Gillett community. Ms. Menard stated that the services of Dr. James Young, who recently organized the Humphrey Charter School, were sought to assist with programming development and recommendations related to establishment of the Gillett Heritage Academy. Dr. Young described a building that is proposed to house the Academy.

Ms. Mahony asked about the date in which Gillett was annexed with DeWitt. Dr. Young responded in July 2004.

Dr. Mays asked about the projected enrollment. He stated the proposal has initial enrollment of 210 with a cap of 450. Dr. Mays questioned where these students would come from if the local school only has less than 200 at this time. Dr. Young's response was that the local community deserves a local school for its students.

Ms. Gullett directed a question to Mr. Waymon regarding the extent to which students from the former Gillett district were being served in DeWitt. Mr. Waymon noted that the Gillett high school students will have an expanded curriculum; they will have expanded options to athletics and activities, and other advantages. He also noted that the DeWitt School Board has a zoned member from Gillett who will continue to serve on that Board.

Ms. Burrow noted that in the PowerPoint for this application and for the next application from McNeil there seems to be considerable overlap in the slides and presentation. Dr. Young stated that he was a consultant on both proposals and that he did duplicate some slides because there were similar and that there was not much time to develop both proposals.

Mr. Ledbetter moved denial of the Gillett Heritage Academy. Ms. Newton seconded the motion. Dr. Mays asked if the elementary school would remain in the Gillett community. DeWitt staff responded yes. The motion was adopted unanimously. Reasons for rejection:

- Newton: does not think evidence that creation of the school will improve the education opportunities as stated for the Gillett community
- Mays: does not think there are sufficient number of students to warrant establishment of a high school
- Mahony: numbers too small
- Ledbetter: same reason – community too small to support this endeavor
- Gullett: this proposal is not in the best interest of students
- Burrow: same reasons
- Cooper: believes charter application is a response to annexation not to needs of students.

(Ms. Burrow left the meeting leaving 7 Board members present including the Chair.)

#### **Hearing of Open Enrollment Charter Application Appeal and ADE Review: e-Blast Academy, McNeil, AR**

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown acknowledged that representatives from three local districts adjacent to the proposed location of e-Blast Academy were represented and would present opposing testimony regarding the location of the proposed charter school. Dr. John Moore, superintendent, Magnolia School District; Dr. Jerry Guess, superintendent, Camden Fairview School District; Allan Roberts attorney for the Camden Fairview School District; and Gene Bramblett, attorney for the Stephens School District affirmed that the districts already offer quality services for all students and documented that students who live in the McNeil community are actively engaged in educational programming. Mr. Bramblett also noted that enrollment in the Stephens District has decreased to the point that it is approaching the 350 minimum number of students as contained in statutes.

Dr. James Young, consultant to the developers of e-Blast and designated head of the e-Blast Academy, described programming that would be proposed and noted that all of the contiguous districts are in some phase of school improvement, thus students do not have an option of attending a school that does not have academic problems.



Ms. Newton inquired about the failure of the developers to contact the Camden Fairview School District during the initial public hearings. Dr. Young stated that in the beginning he was unaware that the Camden Fairview District was contiguous to the Stephens District and thus failed to notify that district. Dr. Young indicated that once he was aware of the omission, he contacted the district and provided information that was required.

Ms. Gullett noted that Dr. Young was the administrator of the charter school at Humphrey and asked about student performance from previous years. Dr. Young responded that he was proud of the Algebra I scores and that the school was proficient on Benchmark scores from last year. Dr. Young noted that approximately 92% of the students qualify for either free or reduced price meals.

Dr. Mays asked about options for transportation. Dr. Young stated that transportation options would be dependent on potential funding. He noted that if the school were approved, it would be possible to receive a grant from the Walton Family Foundation that should be sufficient to support the purchase of a bus that could pick up in one area, which would probably be in the Waldo community.

Mr. Cooper asked about food service. Dr. Young stated that the facility would be housed in a building formerly a public school facility in McNeil and the building has a kitchen and cafeteria area, which would be used to provide food services.

Ms. Mahony moved to deny the proposed e-Blast Academy. Ms. Gullett seconded the motion. The motion was adopted by a vote 5 yes and 1 no (Cooper voted no). Votes to deny were based on the following statements:

- Newton: not convinced that this proposal would provide significant improvement for students in the proposed areas of service
- Mays: same comment
- Mahony: did not see any innovation in the proposal
- Ledbetter: does not see anything in this proposal that is not already available , also thinks this is just a move to override the annexation required in previous legislation
- Gullett: agrees with statements from other voting members also was impressed by the testimony of the attorney regarding potential desegregation issues should the proposed school be approved.

The Chair declared the meeting adjourned at 11:45 a.m.

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

# ARKANSAS STATE BOARD OF EDUCATION CALENDAR

January 2010 - December 2010

<b>AGENDA ITEMS IDENTIFIED / ITEM DETAILS DRAFTED</b>	<b>ATTACHMENTS / MATERIALS TO BE POSTED ON NOVUSAGENDA DUE</b>	<b>DATE OF SUBMISSION TO WEB</b>	<b>MEETING DATE</b>
January 06, 2010	January 07, 2010	January 08, 2009	January 19, 2010
January 27, 2010	January 28, 2010	January 29, 2010	February 08, 2010
February 24, 2010	February 25, 2010	February 26, 2010	March 08, 2010
March 31, 2010	April 01, 2010	April 02, 2010	April 12, 2010
April 28, 2010	April 29, 2010	April 30, 2010	May 10, 2010
June 02, 2010	June 03, 2010	June 04, 2010	June 14, 2010
June 30, 2010	July 01, 2010	July 02, 2010	July 12, 2010
July 28, 2010	July 29, 2010	July 30, 2010	August 09, 2010
September 01, 2010	September 02, 2010	September 3, 2010	September 13, 2010
September 29, 2010	September 30, 2010	October 01, 2010	October 11, 2010
October 27, 2010	October 28, 2010	October 29, 2010	November 8, 2010
December 01, 2010	December 02, 2010	December 03, 2010	December 13, 2010

**NEWLY EMPLOYED FOR THE PERIOD OF November 1, 2009 – November 30, 2009**

\*Candice Akins – Administrative Specialist III, Grade C112, Division of Learning Services, 21<sup>st</sup> CCLC, effective 11/30/09.

\*Seanta Hammonds – Administrative Specialist II, Grade C109, Division of Learning Services, ACSIP, effective 11/02/09.

Lynn Kinsey – Administrative Specialist III, Grade C112, Division of Fiscal and Administrative Services, effective 11/16/09.

Tracey Laettner – Fiscal Support Analyst, Grade C115, Division of Human Resources/ Licensure, Teacher Quality, effective 11/23/09.

Jeanne Myers – Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Professional Licensure, effective 11/02/09.

Kristen Rowe – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 11/23/09.

Nancy Skinkle – Administrative Specialist II, Grade C109, Division of Human Resources/Licensure, Professional Licensure, effective 11/30/09.

Gary Smith – School Bus Driver Trainer, Grade C116, Division Public School Academic Facilities and Transportation (DPSAFT), effective 11/02/09.

Phyllis Stewart – ADE Program Administrator, Grade C124, Central Administration, effective 11/02/09.

\*Shawna Tillman – Administrative Specialist III, Grade C112, Research and Technology, Technology Resources, effective 11/02/09.

**PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF November 1, 2009 – November 30, 2009**

Andrew Blankenship – Legal Support Specialist, Grade C113, Central Administration, Legal Services, effective 11/23/09. Transfer

Kathy Dunlap – from Financial Applications Specialist, Grade C116C, Arkansas Public School Computer Network (APSCN), to ADE APSCN Field Analyst, Grade C121, APSCN, effective 11/16/09.

\*Junelle Sanders – from Help Desk Specialist, Grade C115, Arkansas Public School Computer Network (APSCN), to Student Applications Specialist, Grade C116, APSCN, effective 11/16/09.

Tripp Walter – Attorney Specialist, Grade C126, Central Administration, Legal Services, effective 11/23/09. Transfer

**SEPARATIONS FOR THE PERIOD OF November 1, 2009 – November 30, 2009**

Shelley Dirst – Public School Program Coordinator, Grade C123, Division of Professional Development, K-12 Literacy effective 11/03/09. 7 years, 0 months, 19 days. Code: 01

\*Minority

**AASIS Code:**

01 – Voluntary Termination

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY  
NOVEMBER 30, 2009**

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

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2009</b>
<b><i>I. Financial Obligation</i></b>	<p>As of October 31, 2009, State Foundation Funding payments paid for FY 09/10 totaled \$15,228,454 to LRSD, \$9,248,547 to NLRSD, and \$11,718,777 to PCSSD. The Magnet Operational Charge paid as of October 31, 2009, was \$3,995,799. The allotment for FY 09/10 was \$14,651,264. M-to-M incentive distributions for FY 09/10 as of October 31, 2009, were \$885,982 to LRSD, \$1,343,772 to NLRSD, and \$2,122,802 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 NOVEMBER 30, 2009
<b><i>II. Monitoring Compensatory Education</i></b>	<p>On October 22, 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 states that Arkansas Attorney General Dustin McDaniel has proposed a seven year phase out of state desegregation payments. Another article talked about the first court hearing with U.S. District Judge Brian Miller on the requests for unitary status by the North Little Rock and Pulaski County Special school districts. The hearing was held on September 30. Sam Jones, an attorney for the Pulaski Special School District, Stephen Jones, an attorney for the North Little Rock School District, and Chris Heller, an attorney for the Little Rock School District, want the state desegregation payments to the three districts to continue even if the districts are all unitary. John Walker, an attorney for the Joshua Intervenors, told the judge that an expert should testify on educational achievement in the North Little Rock and Pulaski Special School Districts. He thought the judge was “influenced” by the reports he had received from the state. Judge Miller set January 11 as a unitary status hearing date for the North Little Rock School District, and January 25 as a unitary status hearing date for the Pulaski County Special School District. The next Implementation Phase Working Group Meeting is scheduled for January 7, 2009 at 1:30 p.m. in room 201-A at the ADE.</p>
<b><i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i></b>	Ongoing. All court pleadings are monitored monthly.
<b><i>IV. Repeal Statutes and Regulations that Impede Desegregation</i></b>	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 <sup>th</sup> Legislative Session, and any new ADE rules or regulations.
<b><i>V. Commitment to Principles</i></b>	On November 9, 2009, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of October.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2009
<i>VI. Remediation</i>	<p>The Arkansas Department of Education (ADE) conducted a webinar on November 3, 2009, for Title III coordinators, English as a Second Language program coordinators, and test administration personnel to train for the spring 2010 administration of English Language Development Assessment (ELDA). The webinar took place from 9:00 a.m.-11:00 a.m. and covered test administration for grades K-12. Title I and Title III of the Elementary and Secondary School Education Act require the annual assessment of limited English proficient students' progress in the development of reading, writing, speaking, and listening skills in English and in the acquisition of academic language in English language arts and mathematics. English language proficiency assessment test scores are reported each year to the United States Department of Education (USDOE).</p> <p>The ADE sponsored a two-day workshop on November 5-6 at the Doubletree Hotel in Little Rock at the AEA Professional Development Conference. This was presented by Dr. Ana Filipek. The title of the presentation was "Access the Core: ESL Methods for Teaching Content". Over 50 teachers participated.</p>
<i>VII. Test Validation</i>	<p>On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.</p>
<i>VIII. In-Service Training</i>	<p>The Tri-District Staff Development Committee used Compressed Interactive Video (CIV) on September 25, 2009 to provide information on Smart Accountability. CIV is the distance learning system used for continuing conversation with the Smart Accountability Specialty Support teams. During the three-hour session, issues with the implementation of Smart Accountability were covered, including professional development, assignments, interventions, technical assistance, the Smart Accountability meeting that will be held on September 30, and a question and answer session. The Arkansas Smart Accountability plan allows the state to better differentiate interventions and resources to schools to match school improvement research-based interventions that correlate to the academic reasons that led to a school's identification for improvement by No Child Left Behind.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2009																																																																																																																																																																	
<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><b>Totals</b></td><td><b>53</b></td><td><b>189,000</b></td><td><b>294</b></td><td><b>1,176,127</b></td><td><b>347</b></td><td><b>1,365,127</b></td></tr></table> <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><b>Totals</b></td><td><b>10</b></td><td><b>32,500</b></td><td><b>50</b></td><td><b>172,710</b></td><td><b>60</b></td><td><b>205,210</b></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><b>Totals</b></td><td><b>5</b></td><td><b>18,750</b></td><td><b>67</b></td><td><b>240,000</b></td><td><b>72</b></td><td><b>258,750</b></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	<b>Totals</b>	<b>53</b>	<b>189,000</b>	<b>294</b>	<b>1,176,127</b>	<b>347</b>	<b>1,365,127</b>	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	<b>Totals</b>	<b>10</b>	<b>32,500</b>	<b>50</b>	<b>172,710</b>	<b>60</b>	<b>205,210</b>	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	<b>Totals</b>	<b>5</b>	<b>18,750</b>	<b>67</b>	<b>240,000</b>	<b>72</b>	<b>258,750</b>
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<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.																																																																																																																																																																	



IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2009
<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>	<p>On August 10, 2009, ADE staff met with Dr. Linda Watson, Joy Springer - Representative of Joshua Interveners, Lionel Ward, Leon Adams, M. Robinson, Dr. Karen DeJarnette, Dennis Glasgow, Junious Babbs, and Dr. Sadie Mitchell of the LRSD at the LRSD Administration Building. Staff discussed ACSIP, Smart Accountability, SES and unused Title I funds.</p> <p>On August 11, 2009, ADE staff presented the ADE ACSIP guidelines at the Metropolitan Career Technical Center for the LRSD.</p> <p>On August 12, 2009, ADE staff presented ACSIP planning information at the Principals' Leadership Meeting for Secondary Schools to LRSD staff.</p> <p>On August 13, 2009, ADE staff presented ACSIP planning information at the Principals' Leadership Meeting for Elementary Schools to LRSD staff.</p> <p>On August 24, 2009, ADE staff met with the school leadership team and Renee Dawson at Watson Intermediate School in the LRSD. Staff discussed ACSIP and Smart Accountability.</p> <p>On November 2, 2009, ADE staff met with Dr. Watson, Dennis Glasgow, Leon Adams, Lionel Ward and Jasmine Perry from the Little Rock School District regarding USDOE and ACSIP concerns at the ADE.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2009
<b><i>XVII. Data Collection</i></b>	<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 NOVEMBER 30, 2009
<p><b><i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i></b></p>	<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>

## **Section 1**

### **Revolving Loans to School Districts**

Pursuant to Arkansas Code Annotated § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

- (1) Funding of its legally issued and outstanding postdated warrants;
- (2) Purchase of new or used school buses or refurbishing school buses;
- (3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer; and replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by § 26-26-1901 et seq. or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
- (4) Making major repairs and constructing additions to existing school buildings and facilities;
- (5) Purchase of surplus buildings and equipment;
- (6) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
- (7) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
- (8) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
- (9) Purchase of equipment;
- (10) Payment of loans secured for settlement resulting from litigation against a school district;
- (11) The purchase of energy conservation measures as defined in Title 6, Chapter 20, Subchapter 4; and
- (12) (A) The maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers and for loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.  
(B) For purposes of this subdivision, the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is \$500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

**STATE BOARD OF EDUCATION MEETING  
DECEMBER 14, 2009  
APPLICATIONS FOR REVOLVING LOANS**

**REVOLVING LOAN APPLICATIONS:**

<b>2</b>	<b>Bus</b>	<b>\$</b>	<b>137,985.00</b>
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
REVOLVING LOANS  
BUS  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Dierks	Howard	513	75,000	3,718,741	Purchasing a 2010 Freightliner 71-passenger school bus.
Horatio	Sevier	873	62,985	2,022,926	Purchasing one (1) 71-passenger school bus.

## **Section 2**

### **Second Lien Bonds**

Arkansas Code Annotated § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.



**STATE BOARD OF EDUCATION MEETING  
DECEMBER 14, 2009  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>6 2nd Lien</b>	<b>\$ 62,370,000.00</b>
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
2ND LIEN  
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
El Dorado	Union	4,607	1,250,000	30,993,085	Providing a portion of the funds to construct and equip the new high school (\$1,200,000) and cost of issuance and underwriter's discount allowance (\$50,000) with any remaining funds to be used for other capital projects and equipment purchases.
Fayetteville	Washington	8,473	52,305,000	131,343,069	Constructing and equipping new school facilities, and renovating and equipping various existing facilities (\$51,258,900) and cost of issuance and underwriter's discount allowance (\$1,046,100).
Hope	Hempstead	2,537	2,840,000	12,835,000	Providing funds for the following energy conservation projects: lighting, controls, and HVAC at Clinton Primary, Beryl Henry Elementary, and Yerger Middle School (\$2,371,050) and lighting and controls at Hope High School (\$284,200) and Garland ALE (\$94,750); and cost of issuance and underwriter's discount allowance (\$90,000) with any remaining funds to be used for other capital projects and equipment purchases.
Lavaca	Sebastian	879	655,000	12,811,254	Acquiring land, erecting and equipping a high school physical education facility (\$624,730) and cost of issuance and underwriter's discount allowance (\$30,270) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Pangburn	White	750	4,120,000	8,999,062	Building and equipping a new gymnasium (\$3,300,000) and funding the District's portion of the following partnership project: to begin phase one of the new high school which includes building and equipping five classrooms (\$700,000) and cost of issuance and underwriter's discount allowance (\$120,000) with any remaining funds to be used for other capital projects and equipment purchases.
Yelville-Summit	Marion	860	1,200,000	8,130,000	Completing the high school, bus garage, constructing and paving the parking lot, widening the access road to the high school and bus garage (\$1,150,000) and cost of issuance and underwriter's discount allowance (\$50,000) with any remaining funds to be used for other capital projects and equipment purchases.

### **Section 3**

#### **Voted Bonds**

Arkansas Code Annotated § 6-20-1201 states the following:

All school districts are authorized to borrow money and to issue negotiable bonds for the repayment thereof from school funds for the building and equipping of school buildings, for making additions and repairs thereto, for purchasing sites therefor, for purchasing new or used school buses, for refurbishing school buses, for the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program, 26 U.S.C. §1397E, and for paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided in this act.

**STATE BOARD OF EDUCATION MEETING  
DECEMBER 14, 2009  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>1 Voted</b>	<b>\$</b>	<b>15,465,000.00</b>
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
VOTED  
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
DeWitt	Arkansas	1,431	15,465,000	15,487,727	Refunding the outstanding bond issues dated 3/1/99, 5/1/01, 6/1/03, and 9/1/03 (\$7,797,869); constructing and equipping a new middle school and a new administration building (\$7,300,901); and cost of issuance and underwriter's discount allowance (\$366,230) with any remaining funds to be used for constructing, refurbishing, remodeling, and equipping school facilities.

Waivers Requested for Teachers Teaching Out of Area  
December 2009

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
1701	Alma School District	3	Green, Sara	Business Tech	200	Mathematics 7-12	09-10	Granted
			Hartley, Stephanie	ECE P-4	107	Grade 5/6 Endorsement (P-4)	07-08, 08-09, 09-10	Granted
			Kuykendall, Sherrie	Elem K-6	295	Library Media Science P-8	07-08, 08-09, 09-10	Granted
6092	Ark. School For The Deaf	3	Hogue, Jared	Middle Level Education	200	Mathematics 7-12	09-10	Granted
			Shields, Sheila	ECE P-4, Elementary K-6	002	English/Language/Social Studies 4-8	09-10	Granted
			Shields, Sheila	ECE P-4, Elementary K-6	168	Science/Mathematics 4-8	09-10	Granted
	Arkansas Pediatric Facility	2	Hogan, Christin	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	09-10	Denied
4101	Ashdown School District	1	Hogan, Christin	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	09-10	Denied
			Madden, Amy	ECE P-4	201	Art P-8	09-10	Granted
	Benton Civitan Cener	2	Allen, Chrissy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Calaway, Brittany	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
0401	Bentonville School District	12	Conner, Sonja	ECE P-4, Elem, MS Social Studies	299	Guidance & Counseling P-8	08-09, 09-10	Granted
			Conner, Sonja	ECE P-4, Elem, MS Social Studies	300	Guidance & Counseling 7-12	08-09, 09-10	Granted
			Ferguson, Roger	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Grisso, Debra	Middle Level Education	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Knapp, Elizabeth	English	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
			Lewis, Sharon	ECE P-4	312	Building Administrator P-8	08-09, 09-10	Granted
			Medley, Mary	ECE P-4, Middle Level Education	307	English As A Second Language P-8	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area  
December 2009

Bentonville School District Continued		Mullican, Mary	ECE P-4, Spanish, 5th/6th Endorsement	307	English As A Second Language P-8	09-10	Granted
		Mullican, Mary	ECE P-4, Spanish, 5th/6th Endorsement	308	English As A Second Language 7-12	09-10	Granted
		Parsley, Sara	Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Price, Erin	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
		Robertson, Susan	ECE P-4	200	Mathematics 7-12	07-08, 08-09, 09-10	Granted
0801	Berryville School District	Atchley, Desiree	Vocal Music P-12, Bldg. Adm. P-12, ESL P-12, Elem 1-6	002	English/Language/Social Studies 4-8	09-10	Granted
1603	Brookland School District	Qualls, Elizabeth	ECE P-4 Elementary	312	Building Administration P-8	07-08, 08-09, 09-10	Granted
1605	Buffalo Is. Central Sch. Dist.	Haustein, Katrina	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
		Whitley, Brooke	Elem 1-6, MS Science	001	Early Childhood P-4	09-10	Granted
		Wickerham, Kylie	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
5204	Camden Fairview School Dist.	Bethea, Crystal	ECE P-4	295	Library Media Science P-8	09-10	Granted
		Bethea, Crystal	ECE P-4	296	Library Media Science 7-12	09-10	Granted
		Bryant, Sarah	ECE P-4	107	Grade 5/6 Endorsement (P- 4)	08-09, 09-10	Granted
		Cole, Robin	Secondary Principal	305	Gifted & Talented P-8	09-10	Granted
		Cole, Robin	Secondary Principal	306	Gifted & Talented 7-12	09-10	Granted
		Cooper, Tanneisha	ECE P-4	230	Sp Education Instructional Specialist 4-12	04-08, 08-09, 09-10	Granted
		Simmons, Karey	Elem 1-6	305	Gifted & Talented P-8	08-09, 09-10	Granted
		Simmons, Karey	Elem 1-6	306	Gifted & Talented 7-12	08-09, 09-10	Granted
		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

Waivers Requested for Teachers Teaching Out of Area  
December 2009

3212	Cedar Ridge School District	2	Seay, Janet	Special Education	318	Curr Program Adm. Sp. Ed P-4	09-10	Granted
			Seay, Janet	Special Education	319	Curr Program Adm Sp.Ed 4-12	09-10	Granted
	Centers for Youth & Family	1	Berell, David	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	09-10	Granted
4802	Clarendon School District	3	Burlison, Amy	ECE P-4	107	Grade 5/6 Endorsement (P-4)	08-09, 09-10	Granted
			Harvel, Mark	ECE P-4	203	Vocal Music P-8	08-09, 09-10	Granted
			Harvel, Mark	ECE P-4	205	Instrumental Music P-8	08-09, 09-10	Granted
	Conway County Center for Exceptional Children	1	Hawkins, Tracie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
2403	County Line School District	1	Raney, Tara	Vocal/Instrumental Music K-12	2010	Survey of Fine Arts Approval	09-10	Granted
0201	Crossett School District	1	Robertson, Summer	English/Language Arts 7-12	108	Journalism 7-12	08-09, 09-10	Granted
6094	Division of Youth Services - Jonesboro	1	Hendrix, Aaron	Health, PE, Coaching	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
7203	Fayetteville School District	2	Willis, Cynthia	Social Studies 7-12	307	English As A Second Language P-8	09-10	Granted
			Willis, Cynthia	Social Studies 7-12	308	English As A Second Language 7-12	09-10	Granted
2304	Guy-Perkins School District	1	Rooney, Gretchen	Elementary 1-6, Music K-12	001	Early Childhood P-4	09-10	Granted
0701	Hampton School District	4	Hawkins, Lana	Social Studies	166	English/ Language/ Arts 7-12	09-10	Granted
			White, Jennifer	English 7-12	305	Gifted & Talented P-8	09-10	Granted
			White, Jennifer	English 7-12	306	Gifted & Talented 7-12	09-10	Granted
			Williams, Laura	ECE P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted
6604	Hartford School District	3	Denton, Ronnie	PE P-12	293	Coaching 7-12	08-09, 09-10	Granted
			Denton, Ronnie	PE P-12	236	Physical Education, Wellness & Leisure 7-12	08-09, 09-10	Granted
			Denton, Ronnie	PE P-12	167	Social Studies 7-12	08-09, 09-10	Granted
5403	Helena/ W.Helena School Dist.	1	Williams, Brenda	English, Oral Communications	108	Journalism 7-12	09-10	Granted



Waivers Requested for Teachers Teaching Out of Area  
December 2009

3809	Hillcrest School District	1	Rose, Shawn	PE K-12, Coaching 7-12	312	Building Administrator P-8	08-09, 09-10	Granted
2604	Jessieville School District	2	Holick, Susan	Elem 1-6, Reading P-8	203	Vocal Music P-8	09-10	Granted
			Picking, Eddie	ECE P-4	299	Guidance & Counseling P-8	09-10	Granted
2605	Lake Hamilton School District	1	Nance, Kirk	Building Administrator P-12	314	Curriculum/Program Administrator/Gt P-8	09-10	Denied
2606	Lakeside School District	2	Allard, Julie	Life/Earth Science, Chemistry	169	Physical /Earth Science 7-12	09-10	Granted
			Parker, Linda	Life/Earth Science, Chemistry	236	Physical Education, Wellness & Leisure 7-12	09-10	Granted
3904	Lee County School District	1	Snyder, Sandy	ECE P-4	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
6001	Little Rock School District	29	Anderson, Barry	ECE P-4	107	Grade 5/6 Endorsement (P-4)	09-10	Granted
			Austin, Lakeitha	Business Tech, Career Orientation	002	English/Language/Social Studies 4-8	09-10	Granted
			Austin, Lakeitha	Business Tech, Career Orientation	168	Science/Mathematics 4-8	09-10	Granted
			Bailey, Jack	PE 7-12	236	Physical Education, Wellness & Leisure 7-12	09-10	Granted
			Christie, Martha	Elem 1-6, ESL P-12	299	Guidance & Counseling P-8	08-09, 09-10	Granted
			Christie, Martha	Elem 1-6, ESL P-12	300	Guidance & Counseling 7-12	08-09, 09-10	Granted
			Clark, Misty	ECE P-4, Elem K-6, Social Studies 5-8	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Clark, Misty	ECE P-4, Elem K-6, Social Studies 5-8	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
			Cunningham, Millicent	Middle Level Education	003	Spanish P-8	09-10	Granted
			Cunningham, Millicent	Middle Level Education	004	Spanish 7-12	09-10	Granted
			Hallum, Phillip	ECE P-4	107	Grade 5/6 Endorsement (P-4)	09-10	Granted
			Harder, Melanie	General Science, Life/Earth Science	169	Physical /Earth Science 7-12	09-10	Granted
			Howard, Lahoma	PE 7-12, Math 5-8, Algebra 5-8	200	Mathematics 7-12	09-10	Granted
			Howard, Tamara	ECE P-4	230	Sp Education Instructional Specialist 4-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area  
December 2009

Little Rock School District Continued	Jones, Gloria	PE 7-12, Science 5-8	235	Physical Education, Wellness & Leisure P-8	09-10	Granted
	Kelly, Tommie	Elementary 1-6, Guidance K-9	295	Library Media Science P-8	08-09, 09-10	Granted
	Kelly, Tommie	Elementary 1-6, Guidance K-9	296	Library Media Science 7-12	08-09, 09-10	Granted
	Lowry, Joany	ECE P-4	295	Library Media Science P-8	09-10	Granted
	Lowry, Joany	ECE P-4	296	Library Media Science 7-12	09-10	Granted
					07-08, 08-09, 09-10	Granted
	Miller-Neal, Kasey	Middle Level Education	200	Mathematics 7-12	09-10	Granted
	Nodine, Laura	Business Educatuion	200	Mathematics 7-12	09-10	Granted
		Business 5-8, Social Studies 5-8, Mildly Handicapped K-12, Secondary Principal				
	Parchman, Sophia	PE/Wellness/Leisure P- 12	320	Curr/Program Adm/Sped P- 12	08-09, 09-10	Granted
	Redmon, Eric	ECE P-5, Spec Ed P-4	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Schnept, Audra	PE 7-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted
	Scott, Crystal	ECE P-4	235	Physical Education, Wellness & Leisure P-8	08-09, 09-10	Granted
	Tims, Neitasha	ECE P-4	295	Library Media Science P-8	08-09, 09-10	Granted
	Tims, Neitasha	ECE P-4	296	Library Media Science 7-12	08-09, 09-10	Granted
	Wise, Joe	PE 7-12, Health 7-12	235	Physical Education, Wellness & Leisure P-8	09-10	Granted
	Yates, Patricia	Elem 1-6, Sp Ed K-12	235	Physical Education, Wellness & Leisure P-8	08-09, 09-10	Granted
	Robertson, Mari	English	113	Drama Endorsement 7-12	09-10	Granted
	Efird, Sara	ECE P-4	107	Grade 5/6 Endorsement (P- 4)	08-09, 09-10	Granted
	Hobbs, Shannon	ECE P-4, Elem K-6	295	Library Media Science P-8	09-10	Granted
	Hobbs, Shannon	ECE P-4, Elem K-6	296	Library Media Science 7-12	09-10	Granted
4301 Lonoke School District	Ledbetter, Stephanie	ECE P-4	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Bonner, Rachelle	ECE P-4, Social Studies	235	Physical Education, Wellness & Leisure P-8	09-10	Granted
3004 Malvern School District	Bonner, Rochelle	ECE P-4, Social Studies 7-12	236	Physical Education, Wellness & Leisure 7-12	09-10	Granted
5703 Mena School District						

Waivers Requested for Teachers Teaching Out of Area  
December 2009

Methodist Children's Home	6	Bunner, Joe	Health, PE, Coaching	230	Sp Education Instructional Specialist 4-12	09-10	Granted
		Duke, Linda	MS Social Studies, Elementary K-6	230	Sp Education Instructional Specialist 4-12	07-08, 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	Granted
		Risher, Staci	ECE P-4, Special Ed P-4	002	English/Language/Social Studies 4-8	09-10	Granted
		Risher, Staci	ECE P-4, Special Ed P-4	168	Science/Mathematics 4-8	09-10	Granted
		Vaughn, Natalie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
MiChild Friendship Care	4	Blaylock, Tonya	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
		Brown, Elisa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
		Collins, Kerri	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
		Whitby, Shawna	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
						07-08, 08-09, 09-10	Granted
1704	Mulberry School District	1	Elementary 1-6	295	Library Media Science P-8	09-10	Granted
6002	N. Little Rock School District	2	ECE P-4, Social Studies	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
		Smith, Stacy	Elementary 1-6	299	Guidance & Counseling P-8	09-10	Granted
0504	Omaha School District	2	ECE P-4, 5/6 Endorsement	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
		Thomason, Pam	MS Social Studies	167	Social Studies 7-12	08-09, 09-10	Granted
4713	Osceola School District	3	Middle Level Education	209	Algebra I Endorsement 8	09-10	Denied
		Rolland, Jamie Lee	ECE P-4	295	Library Media Science P-8	09-10	Granted
		Rolland, Jamie Lee	ECE P-4	296	Library Media Science 7-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area  
December 2009

3505	Pine Bluff School District	3	Bagley, Donna	ECE P-4, Gifted & Talented	231	Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Denied
			Turner, Laura	Home Economics	231	Sp Ed Ech Inst Specialist P-4	09-10	Denied
			Vansandt, Elizabeth	English, ECE P-4, Middle Level Education	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
6006	Pulaski Co. Spec. School Dist.	37	Collins, Marcus T.	Physical/Earth Science PE/Wellness/Leisure P-12	200	Mathematics 7-12	09-10	Granted
			Brown, Roy		169	Physical /Earth Science 7-12	09-10	Granted
			Cauthran, Brian	PE K-12, Coaching	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Clemmer, Angela	District Adm. P-12, Elem Principal, Elem 1-6	299	Guidance & Counseling P-8	08-09, 09-10	Granted
			Clemmer, Angela	District Adm. P-12, Elem Principal, Elem 1-6				
					300	Guidance & Counseling 7-12	08-09, 09-10	Granted
			Cranor, Beth	Drama/Speech 7-12	230	Sp Education Instructional Specialist 4-12	09-10	Granted
			Darius, Jamie	Spanish 7-12	003	Spanish P-8	09-10	Granted
			Freeman, Pamela	MS Social Studies, Elem 1-5	295	Library Media Science P-8	07-08, 08-09, 09-10	Granted
			Freeman, Pamela	MS Social Studies, Elem 1-5	296	Library Media Science 7-12	07-08, 08-09, 09-10	Granted
			Golden, Jason	Business Technology	236	Physical Education, Wellness & Leisure 7-12	07-08, 08-09, 09-10	Denied
			Guthrie, Sandra	ECE P-4, Elem K-6	295	Library Media Science P-8	07-08, 08-09, 09-10	Granted
			Guthrie, Sandra	ECE P-4, Elem K-6	296	Library Media Science 7-12	07-08, 08-09, 09-10	Granted
			Hall, Nancy	Elem 1-6	321	Curr/Program Adm/Curr P-8	07-08, 08-09, 09-10	Granted

Waivers Requested for Teachers Teaching Out of Area  
December 2009

Pulaski County Special School District Continued	Hall, Nancy	Elem 1-6	322		Curr/Program Adm/Curr 7-12	07-08, 08-09, 09-10	Granted
	Harper, Tammy	English 7-12	230		Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Henry, James Eric	Social Studies 7-12	230		Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
	Jamison, Katie	ECE P-4	230		Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Joseph, Dawn	Gifted/Talented P-12, Elem 1-6	295		Library Media Science P-8	07-08, 08-09, 09-10	Granted
	Joseph, Dawn	Gifted/Talented P-12, Elem 1-6	296		Library Media Science 7-12	07-08, 08-09, 09-10	Granted
	Martin, Shelley Cordell	English 7-12	108		Journalism 7-12	08-09, 09-10	Granted
	McFadden, Glenn	PE 7-12	167		Social Studies 7-12	09-10	Granted
	Mellor, Matt	Vocal Music P-12, Instrumental Music P-12	312		Building Administrator P-8	07-08, 08-09, 09-10	Granted
	Morgan, Keisha	ECE P-4	230		Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
	Presley, Carl	PE P-12	230		Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Presley, Sharon	ECE P-4	231		Sp Ed Ech Inst Specialist P-4	08-09, 09-10	Granted
	Ratliff, Karen	MS Social Studies, Elem 1-6, PE P-8	230		Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Salazar, Jennifer	Drama/Speech 7-12	108		Journalism 7-12	08-09, 09-10	Granted
		Middle Level Education, Special Ed Hearing P- 12	230		Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	Seaton, Lynn	Vocal Music P-12, Survey of Fine Arts	205		Instrumental Music P-8	09-10	Granted
	Selby, Ronald	Vocal Music P-12, Survey of Fine Arts	206		Instrumental Music 7-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area  
December 2009

Pulaski County Special School District Continued	Shepard, Tracy	Middle Level Education	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
	Smith, Brittany	PE 7-12/Coaching 7-12	235	Physical Education, Wellness & Leisure P-8	07-08, 08-09, 09-10	Denied
	Turner, Donna	Secondary Principal, Health 7-12, PE 7-12	235	Physical Education, Wellness & Leisure P-8	07-08, 08-09, 09-10	Granted
	Vaughn, Bobby	PE/Wellness/Leisure 7-12	170	Life/Earth Science 7-12	08-09, 09-10	Granted
	Whitney, Flora	English 7-12	108	Journalism 7-12	08-09, 09-10	Granted
	Wilkins, Samantha	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
	Williams, Sandy	Social Studies 7-12	313	Building Administrator 7-12	07-08, 08-09, 09-10	Granted
	Woods, Sharonda	ECE P-4	230	Sp Education Instructional Specialist 4-12	07-08, 08-09, 09-10	Granted
	Main, Amanda	Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10	Granted
	Ogle, Angela	Elementary Education	295	Library Media Science P-8	08-09, 09-10	Granted
Rainbow of Challenges, Inc. Searcy County School District	Ogle, Angela	Elementary Education	296	Library Media Science 7-12	08-09, 09-10	Granted
	Ward, Hannah	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10	Granted
	Vincent, Margaret Sanderilij	Middle Level Education	167	Social Studies 7-12	09-10	Granted
5206 Stephens School District	Adams, Bernard	PE/Wellness/Leisure P-12, ECE P-4, Elementary	201	Art P-8	09-10	Granted
	Adams, Bernard	PE/Wellness/Leisure P-12, ECE P-4, Elementary	202	Art 7-12	09-10	Granted
	Anderson, Nina	Middle Level Education	200	Mathematics 7-12	09-10	Granted
	Seals, Natasha	Middle Level Education	200	Mathematics 7-12	09-10	Granted

Waivers Requested for Teachers Teaching Out of Area  
December 2009

4605	Texarkana School District	3	Fallin, Ashley	ECE P-4	002	English/Language/Social Studies 4-8	09-10	Granted
			Pearson, Jerry Frank	PE/Wellness/Leisure, History endorsement	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Young, Amy	Life/Earth Science	169	Physical /Earth Science 7-12	08-09, 09-10	Granted
	The Community School	1	Danielson, Jerrijean	Social Studies	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
	The Richardson Center	1	Crutcher, Dayan	Elementary P-6	231	Sp Ed Ech Inst Specialist P-4	09-10	Denied
1705	Van Buren School District	5	Honeyman, Jason	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	08-09, 09-10	Granted
			Johnston, Pamela	ECE P-4	305	Gifted & Talented P-8	08-09, 09-10	Granted
			Johnston, Pamela	ECE P-4	306	Gifted & Talented 7-12	08-09, 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	Granted
			Williams, John	Social Studies, Spec Ed P-12	313	Building Administrator 7-12	09-10	Granted
7208	West Fork School District	1	Baughman, Clifford Paul	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	09-10	Granted
1803	West Memphis School District	1	Miller, Christopher	Elementary K-6	235	Physical Education, Wellness & Leisure P-8	09-10	Granted
40	# School Districts requesting waivers this month	182	# Waivers requested this month					
						Total Waivers Granted this month		
						Total Waivers Denied this month		
						Total Waivers Requested this month		
						173		
						9		
						182		

Long Term Substitute Teachers Requested  
December 2009

LEA	District	Substitute Name	Subject	Teacher of Record	Granted/Denied
52-04	Camden/Fairview School District	Trisollini, Geoff	Biology	Jones, Richard	Granted
70-09	Strong-Huttig School District	Bennett, Martha	Instrumental Music	McGill, Greg	Granted
06-02	Warren School District	Busch, Megan	2nd Grade	Tolfree, Barbara	Granted
		Wylie, Pauline	Med ProEd	Harton, Emily	Granted
		Erwin, Mindy	Med ProEd	Harton, Emily	Granted
3	# Districts requesting Substitute Waivers for Dec.	5	# Substitute Waivers requested for Dec.	Total Waivers Granted	5
				Total Waivers Denied	0
				Total Sub Waivers for the month	5



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*

Tripp Walter  
Interim General Counsel

TW/slr

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

An Equal Opportunity  
Employer

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. KAHLBERG, *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 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 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;<sup>2</sup>

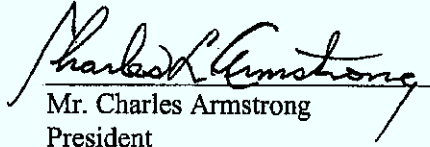
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<sup>1</sup>See ADE Charter School Rules Section 9.03, "The State Board may place conditions on the charters it awards."

<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



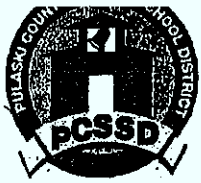
- h. Transportation must be provided as required by the IEP of special education students; and,
- i. The school must hire a CEO/School Leader who has a proven record of success in a high-poverty school or who has successfully completed a urban charter school training program such as a Building Excellent Schools Fellowship.

 9/30/09  
Mr. Charles Armstrong Date  
President

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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.

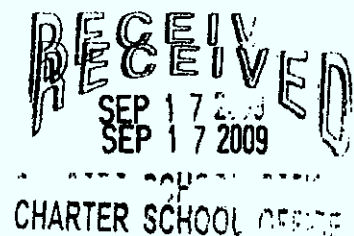
Sincerely,

A handwritten signature in black ink, appearing to read "Rob McGill", is written over 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](http://www.pcssd.org)



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

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CHARTER SCHOOL OFFICE

Application Cycle 2010

# Application

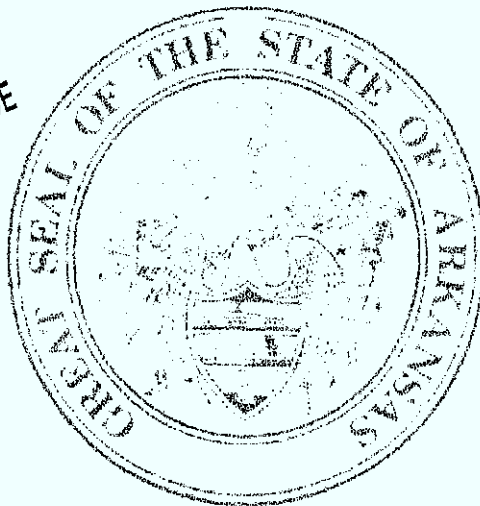
Little Rock Urban Collegiate Public Charter (UCPC) School  
for Young Men

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 4<sup>th</sup>-8<sup>th</sup> grades.

The school plans to have 180 students K-2, 240 students 3<sup>rd</sup>-5<sup>th</sup> and 276 students 6<sup>th</sup>-8<sup>th</sup>. 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.



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Little Rock, AR 72201

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Total Postage & Fees	\$ 5.54	08/17/2009	
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Return Receipt Fee (Endorsement Required)	\$2.30		
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Total Postage & Fees	\$ 5.54	08/17/2009	
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1. Article Addressed to:

Mr. Rob McGill  
 Acting Superintendent  
 PCSSD  
 925 E. Dixon Road  
 LR, AR 72206

2. Article Number

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Dr. Linda Watson  
 LRSD  
 810 W. Markham Street  
 Little Rock, AR  
 72201

2. Article Number

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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:

Kenneth Kirspeil  
 Superintendent  
 NLR School District  
 2700 Poplar Street  
 N. Little Rock, AR  
 72114

2. Article Number

(Transfer from service label)

7008 3230 0002 9898 9138

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

## **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](http://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 Estern 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:

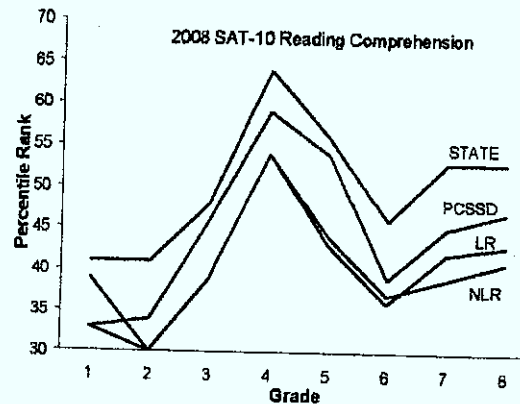
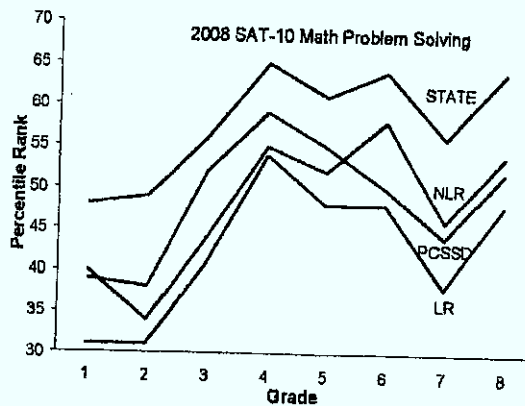
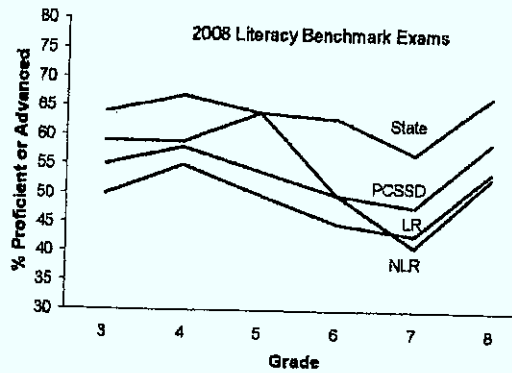
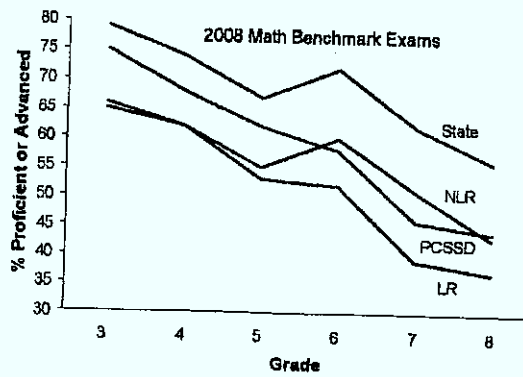
- Because boys' brains have more cortical areas dedicated to spatial-mechanical functioning, males use, on average, half the brain space that females use for verbal-emotive functioning. The cortical trend toward spatial-mechanical functioning makes many boys want to move objects through space, like balls, 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 2008-8<sup>th</sup> Grade Males-Basic and Below. Report information provided by Arkansas Dept of Education. The complete report of grades 3<sup>rd</sup>-11<sup>th</sup> 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-8<sup>th</sup>. 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](http://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 21<sup>st</sup> 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 21<sup>st</sup> 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-8<sup>th</sup> 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:

**1<sup>st</sup> 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:

*(De Jure 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
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	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
<b>TOTAL</b>	<b>51,040</b>	<b>837</b>	<b>29,781</b>	<b>3077</b>	<b>150</b>	<b>17,195</b>
		(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

CAPITOL AND SCOTT • P.O. BOX 2221 • LITTLE ROCK, ARKANSAS 72203-2221 • (501) 378-3400



penalty. An 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**

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**Required Attachment 2**

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## 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.

**Classified**

**Advertising**

**Receipt**

**Required Attachment 3**

**Little Rock Urban Prep, Inc.**  
P.O. Box 26433  
LITTLE ROCK, AR  
72221

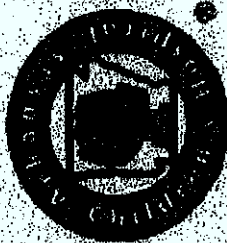
Cust# 3414  
Cust Tel# (501) 744-4883  
Ad# 23493  
Date: 08/06/09  
Classification: Misceláneos  
Salesperson: Challis Muniz

<b>Edition</b>	<b>Insertion Date</b>	<b>Amount</b>
El Latino	07/30/09	238.00
El Latino	08/06/09	238.00
El Latino	08/13/09	238.00
<b>Total:</b>		714.00
		0.00
		0.00
<b>Grand Total</b>		<b>714.00</b>

**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  
Hospital Arkansas Children's.  
Por favor aplicar en la internet a  
[www.archildrens.org](http://www.archildrens.org)



**Necesita ayuda con su seguro de Auto-Caso Vida Negocio?**  
¿Quiere le pueda ayudar a decidir si su seguro de vida es necesario?  
(501) 687-9240  
(Una parte de su consulta gratis)  
11621 Main Springs Rd. Little Rock, AR 72266

**INTENCIÓN DE PRESENTAR UNA PETICIÓN PARA OPERAR UNA ESCUELA CHARTER DE MATRÍCULA ABIERTA**  
**NOTIFICACIÓN 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 Matrícula 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 \$0.21 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 en el mes de agosto \$50 y Depósito \$49  
• Apartamentos amplios de 1, 2, y 3 recamaras.  
• Unidades comienzan desde \$429.

**Algunos apartamentos tienen conexiones para lavadora/secadora.**  
Por favor para su seguridad  
Mantenimiento 24 horas para emergencias  
Horarios: Lunes a Viernes 8am - 6pm / Sábados 10am-5pm  
**¡REGISTRARSE PARA GANAR 1 MES GRATIS!**  
5613 Baseline Rd. Little Rock, AR  
**501-562-7291**

SE HABLE ESPAÑOL - Bienvenidos a su nuevo hogar

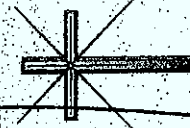
**TRABAJADORES DE PRODUCCIÓN**  
Personas debe hablar y escribir inglés.  
Se dará preferencia a personas con un buen historial laboral en posiciones de trabajo manual. Todos los turnos están disponibles. Debe pasar un examen anti-drogas y un chequeo de antecedentes penales.  
Salario: \$10/hora al iniciar  
llame al 227-5177 para hacer su cita.  
**Westaff**

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Miguel  
501-612-9647



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de 2 recamaras/ 1 baño con aire central y en buena área en 2001 Main St. en el centro de Little Rock. Localizado cerca de tiendas y de la oficina de correo.  
Llamar a M.L. Property Management  
501-947-9330 - Veritas inmobiliarias disponibles

**LA IGLESIA DE CRISTO DE MABELVALE**  
Tenemos reuniones en español:  
Domingos a las 10:30am  
Miércoles 7:00pm  
(Little Rock surcoeste - Baseline y cerca del Hospital Southwest)  
10020 Mabelvale West Road  
Para información llame: 501-455-2548 o 501-455-3997



DOT asignado 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 de Propiedades.

Comentarios en relación con el objetivo pueden ser dirigidos a Thomas Clarke, Director-Propiedades, La Comisión de Little Rock Municipal Airport, One Airport Drive, Little Rock, AR 72202, o a Rosetta Francis-Robison, 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 adjunta 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 podrás 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**



Required Attachment 4

**ANDO AL DOM/CURSO**  
**K**  
itigo

Una inscripción en el Curso de Taxes de H&R Block o la terminación de ciertos requisitos a la inscripción. Es posible que se soliciten también personas que están buscando empleo o buscan empleo en un país extranjero. Pueden aplicarse restricciones adicionales en los lugares donde está prohibido. H&R Block ofrece oportunidades.

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**LITTLE ROCK AR 72204**  
**OFFICIAL USE**

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	
<b>Total Postage &amp; Fees</b>	<b>\$ 5.54</b>	<b>08/17/2009</b>

Sent To: PCSSD

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

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For delivery information visit our website at [www.usps.com](http://www.usps.com)

**NORTH LITTLE ROCK AR 72114**  
**OFFICIAL USE**

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	
<b>Total Postage &amp; Fees</b>	<b>\$ 5.54</b>	<b>08/17/2009</b>

Sent To: NLRSD

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

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For delivery information visit our website at [www.usps.com](http://www.usps.com)

**LITTLE ROCK AR 72201**  
**OFFICIAL USE**

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	
<b>Total Postage &amp; Fees</b>	<b>\$ 5.54</b>	<b>08/17/2009</b>

Sent To: LRSD

Street, Apt. No.,  
or PO Box No.

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

P 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

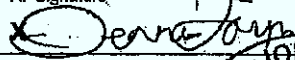
PS Form 3811, February 2004

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?

☐ Yes

If YES, enter delivery address below:

☐ No

## 3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

## 4. Restricted Delivery? (Extra Fee)

☐ Yes

## SENDER: COMPLETE THIS SECTION

- Complete Items 1, 2, and 3. Also complete Item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

## 1. Article Addressed to:

Dr. Linda Watson  
 LRSD  
 810 W. Markham 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

## 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

Required Attachment 6

## 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  
 Nue School District  
 2700 Poplar Street  
 N. Little Rock, AR  
 72114

## 2. Article Number

(Transfer from service label)

7008 3230 0002 9898 9118

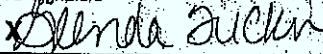
PS Form 3811, February 2004

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

## 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

**ACTAAP Augmented Benchmark Examination**  
**District Summary Report Spring 2008-Males-Basic and Below**

	A	B	C	D	E	F	G	H	I	J	K
1											
2											
3											
4											
5	A.American										
6	Hispanic										
7	Caucasian										
8											
9											
10											
11											
12	A.American										
13	Hispanic										
14	Caucasian										
15											
16											
17											
18											
19	A.American										
20	Hispanic										
21	Caucasian										
22											
23											
24											
25											
26											
27	A.American										
28	Hispanic										
29	Caucasian										
30											

**3rd Grade Male Basic & Below**

	LRSD	PCSSD	NLRSD	State	LRSD	PCSSD	NLRSD	State	Math	LRSD	State
	70%	60%	67%	63%	47%	38%	49%	40%			
	68%	44%	53%	55%	41%	31%	18%	27%			
	27%	36%	28%	33%	14%	16%	13%	15%			

**4th Grade Male Basic & Below**

	LRSD	PCSSD	NLRSD	State	LRSD	PCSSD	NLRSD	State	Math	LRSD	State
	61%	56%	63%	80%	51%	50%	54%	48%			
	67%	58%	74%	52%	45%	34%	47%	33%			
	29%	41%	26%	31%	22%	22%	16%	19%			

**5th Grade Male Basic & Below**

	LRSD	PCSSD	NLRSD	State	LRSD	PCSSD	NLRSD	State	Math	LRSD	State
	66%	52%	64%	65%	62%	54%	62%	58%			
	66%	43%	60%	53%	61%	43%	45%	43%			
	26%	34%	23%	34%	24%	31%	24%	28%			

**6th Grade Male Basic & Below**

	LRSD	PCSSD	NLRSD	State	LRSD	PCSSD	NLRSD	State	Math	LRSD	State
	73%	68%	80%	69%	64%	56%	59%	54%			
	57%	63%	46%	55%	32%	53%	46%	37%			
	25%	45%	23%	34%	19%	30%	18%	22%			

**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											
32											
33											
34											
35	A.American		LRSD	Literacy	NLRSD	State		LRSD	PCSSD	NLRSD	State
36	Hispanic		75%	70%	81%	75%		74%	71%	70%	68%
37	Caucasian		68%	66%	53%	61%		72%	67%	53%	48%
38			25%	51%	44%	43%		21%	41%	27%	33%
39											
40											
41											
42											
43	A.American		LRSD	Literacy	NLRSD	State		LRSD	PCSSD	NLRSD	State
44	Hispanic		61%	61%	64%	62%		75%	70%	72%	72%
45	Caucasian		68%	63%	69%	53%		73%	56%	57%	53%
46			22%	35%	32%	31%		33%	36%	32%	35%
47											
48											
49											
50											
51	A.American		LRSD	Literacy	NLRSD	State					
52	Hispanic		82%	86%	83%	83%					
53	Caucasian		64%	73%	82%	72%					
			28%	50%	23%	47%					

# Core Knowledge at a Glance: Major Topic Headings, K-2\_

Attachment 3

	Kindergarten	First Grade	Second Grade
<b>Language Art/English</b>	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction (Stories; Greek Myths; Greek and Roman Myths) IV. Sayings and Phrases
<b>History and Geography</b>	<b>World</b> I. Spatial Sense II. Overview of the Seven Continents  <b>American</b> I. Geography II. Native Americans III. Early Exploration and Settlement (Columbus, Pilgrims, Independence Day) IV. Presidents, Past and Present V. Symbols and Figures	<b>World</b> I. Geography II. Early Civilizations (Mesopotamia, Ancient Egypt, History of World Religions) III. Mexico  <b>American</b> 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	<b>World</b> I. Geography II. Early Civilizations: Asia (India, China) III. Modern Civilization and Culture: Japan IV. Ancient Greece  <b>American</b> 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
<b>Visual Arts</b>	I. Elements of Art II. Sculpture III. Looking at and Talking About Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture

<b>Music</b>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding</li> <li>III. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz)</li> <li>III. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Orchestra; Keyboards; Composers)</li> <li>III. Songs</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>I. Plants and Plant Growth</li> <li>II. Animals and Their Needs</li> <li>III. Human Body (Five Senses)</li> <li>IV. Introduction to Magnetism</li> <li>V. Seasons and Weather</li> <li>VI. Taking Care of the Earth</li> <li>VII. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Living Things and Their Environments</li> <li>II. Human Body (Body Systems)</li> <li>III. Matter</li> <li>IV. Properties of Matter: Measurement</li> <li>V. Introduction to Electricity</li> <li>VI. Astronomy</li> <li>VII. The Earth</li> <li>VIII. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycles)</li> <li>II. Insects</li> <li>III. Human Body (Cells; Digestive and Excretory Systems)</li> <li>IV. Magnetism</li> <li>V. Seasons and Weather</li> <li>VI. Simple Machines</li> <li>VII. Science Biographies</li> </ul>

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## Core Knowledge at a Glance: Major Topic Headings, 3-5

	Third Grade	Fourth Grade	Fifth Grade
<b>Language Art/English</b>	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
<b>History and Geography</b>	<b>World</b> I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman Empire, "Decline and Fall") III. Vikings <b>American</b> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution	<b>World</b> 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 <b>American</b> I. American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	<b>World</b> 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 <b>American</b> I. Westward Expansion II. Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography
<b>Visual Arts</b>	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
<b>Music</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>Language Art/English</b>	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
<b>History and Geography</b>	<b>World</b> 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  <b>American</b> I. Immigration, Industrialization, and Urbanization II. Reform	<b>World</b> 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	<b>World</b> 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
<b>Visual Arts</b>	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
<b>Music</b>	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)
<b>Mathematics</b>	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)
<b>Science</b>	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													
										Lessons Integrated With:			
Unit	K	1	2	3	4	5	6	7	8	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			
Standard	Related Concepts:	Grades K-5 Will Know:	Grades 6-8 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, Choices, 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><b>2. Marginal Cost/Benefit</b> - 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>	<p>Decision making, Profit Motive, Benefit, Costs, Marginal Analysis, Profit, Profit Maximization, Cost/Benefit Analysis</p>	<p>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.</p>	<p>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>
		<p>A cost is what you give up when you decide to do something.</p>	
		<p>A benefit is what satisfies your wants.</p>	
<p><b>3. Allocation of Goods and Services</b> - 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>	<p>Economic Systems, Market Structure, Supply, Command Economy, Market Economy, Traditional Economy</p>	<p>No method of distributing goods and services can satisfy all wants.</p>	<p>Scarcity requires the use of some distribution method, whether the method is selected explicitly or not.</p>
		<p>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.</p>	<p>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.</p>
			<p>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?</p>
			<p>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>
			<p>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.</p>
<p><b>4. Role of Incentives</b> - People respond predictably to positive and negative incentives.</p>	<p>Choice, Incentive</p>	<p>Rewards are positive incentives that make people better off.</p>	<p>Responses to incentives are predictable because people usually pursue their self-interest</p>
		<p>Penalties are negative incentives that make people worse off.</p>	<p>Changes in incentives cause people to change their behavior in predictable ways.</p>
		<p>Both positive and negative incentives affect people's choices and behavior.</p>	<p>Incentives can be monetary or non-monetary.</p>
		<p>People's views of rewards and penalties differ because people have different values. Therefore, an incentive can influence different individuals in different ways.</p>	
<p><b>5. Gain from Trade</b> - 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>	<p>Barriers to Trade, barter, Exports, Imports, Voluntary Exchange, Exchange Rate</p>	<p>Exchange is trading goods and services with people for other goods and services or for money.</p>	<p>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.</p>

			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.
		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.	
		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. <b>Role of Price In Market System</b> - 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. <b>Role of Competition</b> - 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><b>10. Role of Economic Institutions</b> - 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>	Legal and Social Framework, Mortgage, Borrower, Interest, Labor Union, Legal Forms of Business, Legal Foundations of a Market Economy, Nonprofit Organization, Property Rights, Banking	Banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	Banks and other financial institutions channel funds from savers to borrowers and investors.
		Saving is the part of income not spent on taxes or consumption.	Through the process of collective bargaining with employers, labor unions represent some workers in negotiations involving wages, fringe benefits, and work rules.
			Not-for-profit organizations are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.
	<p><b>11. Role of Money</b> - Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.</p>	Exchange, Money Management, Money Supply, Currency, Definition of Money, Money, Characteristics of Money, Functions of Money	As a store of value, money makes it easier for people to save and defer consumption until the future.
		Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.	As a unit of account, money is used to compare the market value of different goods and services.
<p><b>12. Role of Interest Rates</b> - 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>		People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.	
		Producers use natural resources, human resources, and capital goods, (not money) to make goods and services.	
		Most countries create their own currency for use as money.	
	Interest Rate, Monetary Policy, Real v. Nominal, Risk, Investing, Savers, Savings	(Covered in High School)	(Covered in High School)



<p><b>13. Role of Resources in Determining Income</b> - 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><b>14. Profit and the Entrepreneur</b> - 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. <b>Growth</b> - 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 Equity, 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. <b>Role of Government</b> - 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. <b>Unemployment and Inflation</b> - 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. <b>Monetary and Fiscal Policy</b>- 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>(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			C	D	E
2			Financial Literacy		Entrepreneurship
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		
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

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	<b>Why Choose a Not-for-Profit Enterprise?</b>	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		X
28	<b>Buyer Beware</b>	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	<b>Wise Consumer Skills</b>	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	<b>The World of Taxes</b>	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	<b>Professional Attitude</b>	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	<b>You're the Boss</b>	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	<b>Ethics Under Pressure</b>	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 4<sup>th</sup>-8<sup>th</sup>

### ***Introductions***

First impressions are formed in the first few seconds of meeting a person. We will cover how to make a proper introduction 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:

- 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

### ***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.

### ***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.

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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 Tch 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 Tch planning/assess days
	30	1	1	
FEB	1-4	4	4	
	7-11	5	5	
	14-18	4	4	Pres. Day



	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
	11-14	3	5	1 Tchr planning/assess day
	18-22	5	5	1 Tchr planning/assess days/ 1 Par Conf Dy
	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		OR 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 Qtrs-Keyboarding; Performing Arts	Eco/Etp-Eth/Edic	8th-2 Qtrs-Careers	Eco/Etp-Eth/Edic	Study Time
03:05-04:05	60 min		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:

Jackie Jack  
By Chairman

Date 8/31/09

Lessor:

Bob Fewell Executor  
By

Date 8-31-09

Required Attachment 10

**Proposed Budget FY 2010-2011**  
**LR Urban Collegiate Public Charter School for Young Men**

<b>Revenues</b>	<b>Amount</b>	<b>Total</b>
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	
<b>Total State Charter School Aid</b>		\$ 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%		
<b>Total Other Sources of Revenues</b>		\$ 653,755
<b>Total Revenues</b>		\$ 5,526,081

<b>Expenditures</b>	<b>Amount</b>	<b>Total</b>
<b>Administration:</b>		
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
<b>Administration Assistants:</b>		
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
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**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

<b>Total Expenditures</b>		\$	<b>5,092,079</b>
---------------------------	--	----	------------------

<b>Reserve</b>		\$	<b>434,002</b>
----------------	--	----	----------------



**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:

Employer Identification Number:  
26-3271280

DLN:

17053249319038

LITTLE ROCK URBAN PREP INC  
C/O JACKIE JACKSON  
P.O. BOX 26433  
LITTLE ROCK, AR 72221-5433

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

Required Attachment 13

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

# 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

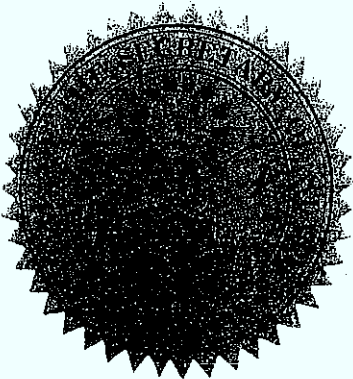
## Articles of Incorporation

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

Print Name	Email Address	Or	Address
1. Doris Smith	Dsmith672004@yahoo.com		
2. Cammie Matthews	Cammie_mattews@yahoo.com		
3. Donald Cross	DCross@windstream.net		
4. Ann Hoy	annhoy@gmail.com		
5. Casey Stoltz	Katv.com		
6. Joe + Cheri Palmer	Palmw@stcs.org		
7. Donald Northcross	Donald.NorthCross@arkansasstate.edu		
8. Garry Stewart	Stewart_garry@yahoo.com		
9. Linda O. Harrison	LindaO.Harrison@comcast.net		
10. Selene Jackson	Seleneja@aol.com		
11. Cristin Rucrow	cristin1@aol.com		
12. Sebastian Parker	AndisonT@stcs.org		
13. Melanie Henry	melanie188@centurytel.net		
14. Parul Johnson	Ljohnson@aol.com		
15. Brian A. Fuller	brian.a.fuller@comcast.net		
16. TERRY JACKSON	TJ2057@YAHOO.COM		
17. JACKIE JACKSON	JACKSON.JACKIE15@YAHOO.COM		
18. Eric Smith			4301 W 26 St. L.R.
19. Tameka Fuller	cajngirl@yahoo.com		
20. Lynette Oaks	oaks@aristotle.net		25010 Col. Adams

**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		8600 Sq. John Dr. Mabelville, PA.
2. Howard Dilworth	dillio38@yahoo.com		6621 Tenn Ln. L.R. AR
3. Cyathia Cotton			9593 Woodford Dr. LR AR 72207
4. Vanessa Chambers	jasblery@comcast.net		1205 Lancaster, LR AR 72209
5. Reellette Thomas	reneethoms2002@yahoo.com		1517 Osage Dr. NR 72116
6. Sara Walton	walton.sara.m@uams.edu		37 New Horizon Lane LR, AR
7. Angela Smith	ameangie@skglobal.net		21 Dellwood Drive LR, AR
8. Felicia P. Richardson	donjase@aol.com		95 Pindale Cir. Mabelville, AR 72103
9. Lisa Sims	simslisa@uams.edu		2923 Summit Ln 72106
10. Creshondra Brown			10411 Mann Rd Mablevale TN 3706
11. Kim Harris	Kim.sob@comcast.net		1121w 34th L.R 72206
12. Yolanda Wilkerson	ywilkerson@yahoo.com		P.O. Box 7002 LR 72202
13. Nancy White	white.nancy@uams.edu		1806 Thurgood L.R 72205
14. Kimberly James	Nadeja.Williams@hotmail.com		603 N. W. Woodloch, AR 72209
15. Michelle Kelly	Michelle.Kelly4@yahoo.com		519 Wright St. LR AR 72206
16. (Dodie Edwards)	edwards.dodie79@yahoo.com		P.O. Box 55913 L.R, AR 72215
17. Heather Carwright	hcarwright416@comcast.net		43 Collins Rd. Searcy, AR 72276
18. Darrel Holcomb	dholcomb@bottlerock.org		
19. Latisha Broadway	lak-broadway@yahoo.com		1312 Madison Apt A LR, AR 72204
20. Gwendolyn Parker	gwenparker69@comcast.net		

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# Urban Collegiate Public Charter School for Young Men

Community Meeting, August 25, 2009

## Sign In Sheet

Print Name	Email Address	Or	Address
1. LaChanda Brooks	lchanda_brooks@yahoo.com		1603 Carfield Dr LK AR 72204
2. Chava Stewart	chava.stewart@comcast.net		38 Kingspark LK AR 72227
3. Mildred Hamilton			5209 Holly Springs Blvd LK AR 72206
4. Denise Trombs	denise.trombs@globalnet		1900 Ringel R. AR 72206
5. Lawanda Dree	lawanda@centurytel.net		1512 SHERIDAN JACKSONVILLE, AR 72206
6. Natasha Hill	natasha.hill@red.com		P.O. Box 165554 LK AR 72216
7. Ramika Brown	Sydney.Medison@kare.com		1824 S Commerce 72206
8. Sandra Hagger	sanbonzi1980@yahoo.com		
9. Renita Bennett	Renita.Bennett@armys.gov		481 B W 14th LK AR 72204
10. Kina Burton			3600 Springer Blvd #411 72206
11. Lakeisha Barnum	lakeisha-barnum		5512 Division St. NLR
12. Bryson Austin			P.O. Box 383 Sweet Home 72164
13. Toshua Wiggins	twiggins2@uams.edu		1908 Piquette Ave NLR AR 72207
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:

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.

Required Attachment 15

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**

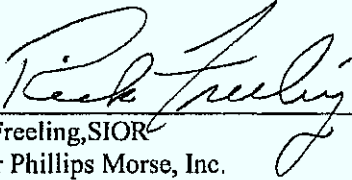
The lease will be contingent upon LRUP obtaining a charter school for approval for the property.

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

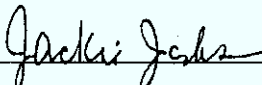
Required Attachment 16

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

Branda 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

An Equal Opportunity  
Employer



# 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 Maye  
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,

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"/>
<b>Strengths</b>		<b>Reference</b>
Application meets the standard criteria.		Pages 17- 22, 75
<b>Concerns and Additional Questions</b>		<b>Reference</b>
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"/>
<b>Strengths</b>		<b>Reference</b>
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
<b>Concerns and Additional Questions</b>		<b>Reference</b>
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.

<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 provide a lease agreement. Please provide additional information regarding accommodations for special needs, classroom size, and altering facilities.		Pages 26-27, 70, 88-89
<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 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"/>
<b>Strengths</b>		<b>Reference</b>
<b>Concerns and Additional Questions</b>		<b>Reference</b>
Application provides limited explanation of waivers requested and description of how the school will address any waivers.		Pages 29
<b>Legal Review</b>		
<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"><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>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:**

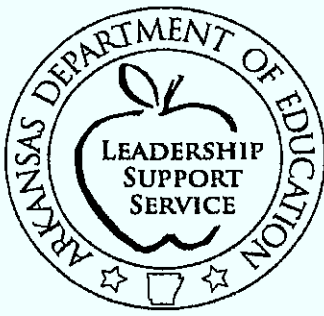
A response that meets the standard will present:

- 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

EA/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-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 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.

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## 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
 <b>Total Revenues</b>		 <b>\$ 5,116,081</b>

Expenditures	Amount	Total
<b>Administration:</b>		
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
 <b>Administration Assistants:</b>		
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
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**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

<b>Total Expenditures</b>		<b>\$ 5,092,079</b>	
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<b>Reserve</b>		<b>\$ 24,002</b>	
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## LEASE AGREEMENT

This Agreement, made this 19<sup>th</sup> 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 ten 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***

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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 T.W.



*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  
elliott@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,

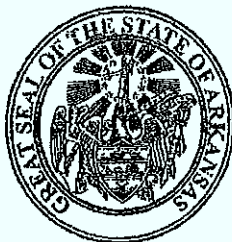
A handwritten signature in cursive script that reads "Joyce Elliott".  
Joyce Elliott  
Senate Majority Leader  
District 33

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 black ink 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!

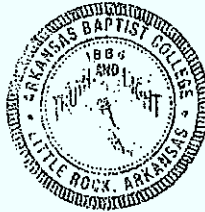
As we near the end of the de-segregation era in central Arkansas, this is an excellent project to reach youngsters who need a better chance at a good education.

Please help move this along.

Very truly yours,

A handwritten signature in cursive script, reading "Kim D. Hendren".

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.

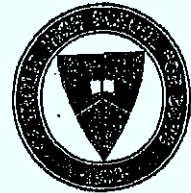
I could write a thesis on this topic but should you like to discuss this further, please feel free to reach out to me at 501-370-4000. Your sincere consideration in approving this request will be of great benefit to those in need of what this institution will offer.

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 dark ink 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.

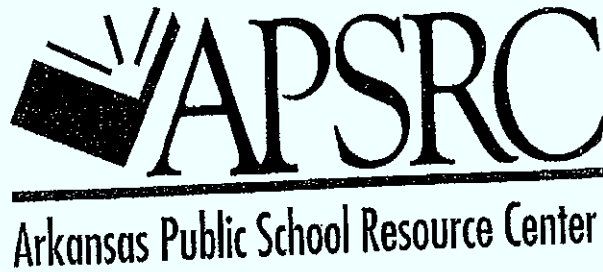
There is no doubt in my mind regarding Mrs. Jackson's ability to provide the leadership necessary to successfully open The College Prep Public Charter School. During her tenure on our Board of Directors she has clearly shown the initiative, stamina, and intellect necessary to accomplish her professional 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'. The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

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,

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](mailto: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](mailto: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](mailto: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  
lbelongley@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

Visit us online at [www.longleybaptistchurch.org](http://www.longleybaptistchurch.org)



**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

A handwritten signature in black ink, appearing to read "Larry D. Johnson". Below the signature is a printed name "Larry D. Johnson".

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

*"Community Independence for People With Disabilities"*

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

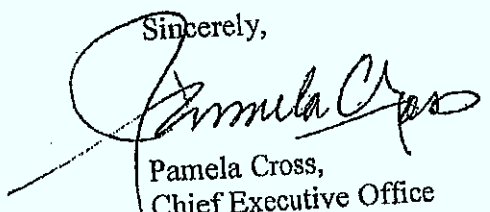
Dear Sir/Madame:

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](mailto: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" dmmarks82@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 Guillian" mgillian62@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 Mami" 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" darrensolins925@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" vonapggckyone@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 "Angelina 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" cathyparker982@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"  
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 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 "Jacobys Davis"  
 jacobyd.davis@yahoo.com 1 205 "Mechilli Spears" mechille2001@yahoo.com 1 206 "Danetta collins"  
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 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@pulsaskitech.edu 1 216 "Latonya Harris"  
 lpharris@ualr.edu 1 217 "Candice Wilson" mookie322000@yahoo.com 1 218 "Patricia Sullivan"  
 xoxtrishxxox@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" gramplus.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 Merouter" dmerouter@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@netcape.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 "Sherryll Thompson" lavise@sbcglobal.net 1 306 "Sharon Bennett" rsbennett5558@att.net 1 307 "Terry Watson" twatson@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 geteting 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.	Donna H. Jett	toie-ekn@hotmail.com	Donna H. Jett
2.	Larry Wade Jr.	Keenunchamp@yahoo.com	Larry Wade Jr.
3.	Joseph Williams	14917 parks st	Joseph Williams
4.	Sherrill Thompson	lavisr@sbcglobal.net	Sherrill Thompson
5.	Sharon Bennett	KSbennett5558@ATT.NET	Sharon Bennett
6.	Kristie Hark	thhark@comcast.net	Kristie Hark
7.	Shelby Butler	N/A	Shelby Butler
8.	Tangie Montgomery	MontgomeryTangie@uams.edu	Tangie Montgomery
9.	Sharon Crosby	scrosby1200@hotmail.com	Sharon Crosby
10.	Antony Baker	N/A	Antony Baker
11.	Joe Ann Miller		Joe Ann Miller
12.	Alice Matthews		Alice Matthews
13.	Kristie Hark	edric6900@yahoo	Kristie Hark
14.	Shantel Williams	lvapink07@yahoo.com	Shantel Williams
15.	Jane Robinson	onejane@att.net	Jane Robinson
16.	Fluence Hymes	FaHymes40@yahoo.com	Fluence Hymes
17.	Ani Cooper	jalyric029@msn.com	Ani Cooper
18.	Juananna Johnson	savedoraz@yahoo.net	Juananna Johnson
19.	Malen Odo	basse-flawis@yahoo.com	Malen Odo
20.	Deborah Bass		Deborah Bass



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"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1.	Elizabeth Shae	N/A	Elizabeth Shae
2.	Tameka Lamb	tamelamb@yahoo.com	Tameka Lamb
3.	Cotina Jackson	jacksonctina@comcast.net	Cotina Jackson
4.	Brittany Kelly	brittany-kelly123@yahoo.com	Brittany Kelly
5.	Kelli Martin	koolk@comcast.net	Kelli Martin
6.	Kathleen	N/A	Kathleen
7.	Cecily Gray	Cecily-Gray@yahoo.com	Cecily Gray
8.	Elena Sims		Elena Sims
9.	Shaundelyn Joyner	ssjoyner@jams.edu	Shaundelyn Joyner
10.	Foley Hill	folleyhill@yahoo.com	Foley Hill
11.	Stephanie Hampton	shampton_713@msn.com	Stephanie Hampton
12.	Debra Hardin	3008 Remino Rd LR LA	Debra Hardin
13.	Sheila Allen		Sheila Allen
14.	Kim Evans	kevers1m@yahoo.com	Kim Evans
15.	Valerie Garner	VL970@aristotle.net	Valerie Garner
16.	Shirley Washington	SRWashington2003@yahoo.com	Shirley Washington
17.	Brooks McNeil	brooks101@comcast.net	Brooks McNeil
18.	Jenna Smith	Tommy.Smith@PSD	Jenna Smith
19.	Mary Fleming	Mary.Fleming@lrsd.org	Mary Fleming
20.	Tamika Connors	connors@yankee.com	Tamika 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	ebenezer.banks29@yahoo	enry boy
2. Diquie Charles	dicee50@aol.com	Diquie Charles
3. Edna Campbell	ecampbell88aatt.net	Edna Campbell
4. Cynthia Shorter	cynthia.shorter@gmail.com	
5. Charlene Shorter	CharleneShorter12@aol.com	
6. Lois Clements	Lois.Clements@bcglobe.net	Lois Clements
7. Brenda Abrams	BrendaAbrams@att.net	B. Abrams
8. Bobbie Owens	Levitius7024@yahoo.com	<del>Bobbie</del>
9. LaTasha S. Owens	same	
10. Barbara Johnson		Barbara Johnson
11. Everdean Daniels		Everdean Daniels
12. Bandy Daniels		Bandy Daniels
13. Shelly Dewitt	haven.lo@hotmail.com	Shelly Dewitt
14. CHARLES H. LEWIS	SIRCHARLES91@SBCglobal.net	Charles H. Lewis
15. Kenneth Williams	Keslemee1@yahoo.com	Kenneth Williams
16. Doreen Robert Johnson	Robert Johnson	
17. Avelle Kendall	19110Kendall@yahoo.com	Avelle Kendall
18. Ashley Connors	CONNORASHLEY@comcast.net	Ashley Connors
19. Candice Barber	Kandycbarber@yahoo.com	Kandice Barber
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
X Kevin Howard	1522 S. W. St. L.R.	Kevin Howard
X Trece Harris	1514 West 21st L.R.	Trece Harris
X Ali Co. Polite	705 South Oak St #4	Ali Co. Polite
X Karen Jones	Kawana-Carter@stoglobal.net	Karen Jones
X Redonia Loudon	4318 W 22nd St. L.R. 72204	Redonia Loudon
X Elizabeth Plump	9409 Maryland Cr Sherwood	Elizabeth Plump
X Fayvetha Jackson	1001 West 33rd	Fayvetha Jackson
X Evelyn Young	3308 Dulce St. L.R. 72004	Evelyn Young
X Willis Stebbins	#6 Laverie St. L.R. 72115	Willis Stebbins
X Vernon Bryant	cbpantg@yahoo.com	Vernon Bryant
X Kevin Duff	cgrease@arkansaspine.com	Kevin Duff
X Tracy Grant	tracy.parker@park.edu	Tracy Grant
X Mary Hopkin	2605 7 ave park	Mary Hopkin
X L. Wall	1140 <del>1140</del> 1140 L.R.	L. Wall
X	fortndimensionsalator@yahoo.com	L. Shonda Wall
X Stacey Newbourn	Stacynew@yahoo.com	Stacey Newbourn
X Angela Young	angela265@yahoo.com	Angela Young
X Ruby Shepherd		Ruby Shepherd
X Kwan Cotton		Kwan Cotton
X Doris Varnado	1810 Pleasant Ridge	Doris Varnado

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. Sylvia Jackson	Sylvia Jackson, K12. ARUS	Sylvia Jackson
2. Terrico Williams	ts250444@aol.com	Terrico Williams
3. Sharon Amos	sharonamos@yahoo.com	Sharon Amos
4. Doreen Hampton	meddawn@yahoo.com	Doreen Hampton
5. Mary Gordon	621 Valmar St	M. L. Gordon
6. Palestine Walker	114	Palestine Walker
7. Angela Carter	Angela@yahoo.com	Angela Carter
8. Shanika Ford	5604617@hotmail.com	Shanika Ford
9. Vickie Jones	vcjones2711@hotmail.com	Vickie Jones
10. Romita Reynolds	3100 LIT 46 ST	Romita Reynolds
11. Mrs. Lewis	Myrtle Lewis, 1116 6th St	Mrs. Lewis
12. Vera Crist	1116 6th St	Vera Crist
13. Shanika Ford	shemexa.torres@yahoo.com	Shanika Ford
14. Jeanette Reynolds	jeanette.reynolds@yahoo.com	Jeanette Reynolds
15. Connie Gist	gconnie@hotmail.com	Connie Gist
16. Doreen Hampton	peachdear22@yahoo.com	Doreen Hampton
17. Sonja Baker	sonjabaker5@yahoo.com	Sonja Baker
18. Doreen Baker	11	Doreen Baker
19. Regina Moore	reginaldm@hotmail.com	Regina Moore
20. Vanessa Walker	baker.vanessa@sbcglobal.net	Vanessa Walker



Urban Collegiate Public Charter School for Young Men-Pending Fall 2010  
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Print Name	Email Address	Signature
✓ Cassie Billingsley	✓ cassiebillingsley@yahoo.com	✓ Cassie Billingsley
✗ Anna Zeff	N/A	✗ Anna Zeff
✗ Cornelius Woods	N/A	✗ Cornelius Woods
✗ JENNETH HARRIS		✗ JENNETH HARRIS
✗ Jonathan Mitchell	N/A	✗ Jonathan Mitchell
✓ Stefan A. Liddell	✓ saliddell77@yahoo.com	✓ Stefan A. Liddell
✓ Sedrick L. Reed	✓ sedrick.reed@asp.arkansas.gov	✓ Sedrick L. Reed
✓ Laquinta Neal	✓ ann-neal1905@yahoo.com	✓ Laquinta Neal
✓ Rodney L. Hazzes	✓ royaunited@aol.com	✓ Rodney L. Hazzes
✓ Kelly R Walker	✓ Kwalker@yahoo.com	✓ Kelly R Walker
✓ Dennis Sanders	✓ dwsanders@ualredu	✓ Dennis Sanders
✓ Stephen Taylor	✓ stay11@gmail.com	✓ Stephen Taylor
✗ Corlell Taylor		✗ Corlell Taylor
✗ Alice Ugoala		✗ Alice Ugoala
✗ Darlene Foster		✗ Darlene Foster
✓ Yasin Muhammad	✓ ym132@yahoo.com	✓ Yasin Muhammad
✓ Jmiller Johnson	✓ Jmillerjohnson69@yahoo.com	✓ Jmiller Johnson
✓ Saunimon Baggs	✓ Saunimon-baggs@yahoo.com	✓ Saunimon Baggs
✓ Jerika Baggies	✓ baggies@yahoo.com	✓ Jerika Baggies
✓ Katrina Bryant	✓ bryantkrista@globalnet	✓ 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. Marketta Gilliam	mgilliam62@bham.com	Marketta Gilliam
2. Margaret Wilson	matthcamp@hotmail.com	Margaret Wilson
3. Roger Barker	homer1986@yahoo.com	Roger Barker
4. Matthew Duff	msd21@yahoo.com	Matthew Duff
5. Larry Bradshaw	N/A	Larry Bradshaw
6. Kenneth Fletcher	kenrthlars@yahoo.com	Kenneth Fletcher
7. Makeba Jaston	makebajaston@yahoo.com	Makeba Jaston
8. Justin Fletcher	jaystinson@yahoo.com	Justin Fletcher
9. Billy Phalen	N/A	Billy Phalen
10. Kay Green	N/A	Kay Green
11. Cory Williams	N/A	Cory Williams
12. Candace Bankston	Kamyarachelraven@yahoo.com	Candace Bankston
13. LANCE A. IBERKE	<del>lancea.iberke@bham.com</del> N/A	Lance A. Iberke
14. Derek Hobden	N/A	Derek Hobden
15. Andrew Hill	N/A	Andrew Hill
16. Demetrius Heywood	demetriusheywood@hotmail.com	Demetrius Heywood
17. Sharon Worth	N/A	Sharon Worth
18. Walter Wilkerson	W.Dinky88@yahoo.com	Walter Wilkerson
19. ROSCUE L LANTIER	N/A	Roscoe L. Lantier
20. Billy Farmer	NA	Billy Farmer

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"

1527

Print Name	Email Address	Signature
1. Roy Phillips	philucso@bellsouth.net	Ros Shiro
2. Steve Phillips	SPhillips0107@yahoo.com	Steve Phillips
3. Felicia Stammers	None	Felicia Stammers
4. Wanda Ford	Wanda_Ford@yahoo.com	Wanda Ford
5. Tracie Brady	None	Tracie Brady
6. Roy Conway	RCconway74@yahoo.com	Roy Conway
7. Harold Walls	hwall's2@yahoo.com	Harold Walls
8. Harold Walls	Hwall's2@yahoo.com	Harold Walls
9. Markiel White	Markiel.White@yahoo.com	Markiel White
10. Shony Morgan	shony55@yahoo.com	Shony Morgan
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 378	Jimmy Carter
15. Nichola Bennett	8500 Keller Dr 328	Nichola Bennett
16. Jamesha Elie	01617 Hemdon Rd	Jamesha Elie
17. Angela Lewis	11 brutts lane	Angela Lewis
18. Brenda Thawer	10725 Breeksdale	Brenda Thawer
19. Chrise Miller	chrise.miller@yahoo.com	Chrise Miller
20. Lanyre Jones	5339 Hedden Dr Fargo South Dakota	Lanyre Jones

8.1-09

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010  
We want to show community interest. Please sign our petitions.  
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Print Name	Email Address	Signature
1. Keith Jones	N/A	Keith Jones
2. Angelica Johnson	misunderstoodvixen@yahoo.com	Angelica Johnson
3. LAKeisha Mosley	N/A	LAKeisha Mosley
4. Stephen Davis	step-ds01@yahoo.com	Stephen Davis
5. ISSI WARD	ISSIVRY@yahoo.com	ISSI WARD
6. Lydia Metchu	lydmetchu@yahoo.com	Lydia Metchu
7. Lashaeza Terry	keema2fine2001@yahoo.com	Lashaeza Terry
8. WINNETTE THOMAS	KATHERINE CASSON 2.NET	WINNETTE THOMAS
9. Cathy Parker	CathyParker98@hotmail.com	Cathy Parker
10. Thurston Rubin	thurstoan@hotmail.com	Thurston Rubin
11. Andrea Rubin	arubin1004@comcast.net	Andrea Rubin
12. Roosevelt Lee	Roosevelt-Lee@att.net	Roosevelt Lee
13. Pamela Kelley	P. Kelley@BOB.COM	Pamela Kelley
14. Anthony Kelley	AKelley@BOB.COM	Anthony Kelley
15. Larry Clark	Lbc1239@yahoo.com	Larry Clark
16. Fu'Quan Harris	Fu'QuanHarris@yahoo.com	Fu'Quan Harris
17. Woodruff Brewer	LCORAKLEY@yahoo.com	Woodruff Brewer
18. John Brooks	johnb-smoove@yahoo.com	John Brooks
19. Johnny Deham	NA	Johnny Deham
20. Antoinette Gillispie	mgillspie1989@aol.com	Antoinette Gillispie

09

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010  
We want to show community interest. Please sign our petitions.

8.1.09

"I support having all boys' charter school in Little Rock"

Print Name Email Address Signature

1. Jasmine Williams	williamsjasmine@yahoo.com	Jasmine Williams
2. Angela Dikerson	Mr. Trickett@ucla.edu	Angela Dikerson
3. Jerome Williams	N/A	Jerome Williams
4. Charles Eason	N/A	Charles Eason
5. Valerie Dunde	Vhunda@hotmail.com	Valerie Dunde
6. Kitt Bragg	KCC Bragg's & SBC Global.net	Kitt Bragg
7. Mary Williams	N/A	Mary Williams
8. Daniel Williams	N/A	Daniel Williams
9. Jayce Garrett	N/A	Jayce Garrett
10. Robert Pettit	N/A	Robert Pettit
11. Leva R Harris	N/A	Leva R Harris
12. Robaire Johnson	den.johnson2@comcast.net	Robaire Johnson
13. Tamarra Morgan	t.morgan@yahoo.com	Tamarra Morgan
14. Shannon Williams	shantied@hotmail.com	Shannon Williams
15. Kimberly Krane	N/A	Kimberly Krane
16. Kimberly Robinson	williamsro@phdmail.com	Kimberly Robinson
17. Shann Campbell	williamsro@phdmail.com	Shann Campbell
18. Lori Wilkerson	williamsro@phdmail.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"

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Print Name

Email Address

Signature

1. Laura Guerra	N/A	Laura Guerra
2. Nivisa Edwards	Nivisa Edwards@yahoo.com	<del>Nivisa Edwards</del>
3. Annette Blitz	N/A	Annette Blitz
4. Almarie Anderson	dubay@sbglobal.net	Almarie Anderson
5. Carolyn Bulmore	N/A	Carolyn Bulmore
6. Ashonda Davis	missgalmore03@yahoo.com	Ashonda Davis
7. Dorothy Townsend	lostincocacation@yahoo.com	Dorothy Townsend
8. Anthony Guerra	AP_Joker@yahoo.com	Anthony Guerra
9. Wilkes Broad	N/A	Wilkes Broad
10. Alondria Seth	alondria-seth@yahoo.com	Alondria Seth
11. David Watson	N/A	David Watson
12. James Dotson	N/A	James Dotson
13. Shannon Smith	shayleisa@yahoo.com	Shannon Smith
14. Rebecca Fry	rtfry96@yahoo.com	Rebecca Fry
15. Ventrell Williams	N/A	Ventrell Williams
16. Billy D Lofton	N/A	Billy D Lofton
17. April Hagins	april.hagins@yahoo.com	April Hagins
18. Louis Turner Jr	mr.svaggard2008@yahoo.com	Louis Turner Jr
19. Jackie Johnson	jjohnson@pulashtech.edu	Jackie Johnson
20. Laquay Johnson	N/A	Laquay 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. Antion Furr	1/L Shod-2007@yahoo.com	Antion 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	mizzwells10sbeglobal.net	Margaret Wells
6. Steven Crest Sr.	arekiller@correst.net	Steven Crest
7. Karen Davis	pcbykaren@gmail.com	Karen Davis
8. Matthew Phillips	None	Matthew Phillips
9. Car Hon Craig	None	Car Hon Craig
10. Curtis Jones	N/A	Curtis Jones
11. Emerson	N/A	Emerson
12. Duke Hosten	N/A	Duke Hosten
13. ConDwelle Guyton	N/A	ConDwelle Guyton
14. Monica Byers	N/A	Monica Byers
15. Mark A. Phillips	Bromwich@yahoo.com	Mark A. Phillips
16. Arnau M. Jr.	arnau.m.jr@yahoo.com	Arnau M. Jr.
17. William Swartz	WVLS@Y.hiv.com	William Swartz
18. Corey Peters	cdpeters@tmo.blackberry.net	Corey Peters
19. [Signature]	N/A	[Signature]
20. Vanessa Carter	N/A	Vanessa Carter

8.1.00A

Urban Collegiate Public Charter School for Young Men - Pending Fall 2010  
 We want to show community interest. Please sign our petitions.  
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8.1.09

Print Name	Email Address	Signature
1. Kim Mavet	N/A	Kim Mavet
2. Charles E. Cooper	N/A	Charles E. Cooper
3. Shira Newman	N/A	Shira Newman
4. A. Young	N/A	A. Young
5. J. Young	N/A	J. Young
6. Gerald Forzie	N/A	Gerald Forzie
7. Kate Colby	N/A	Kate Colby
8. Rob Barnes	N/A	Rob 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	Kenyanorw@y-mail.com	Kenya Jones
13. Keena Williams	keena@keena.com	Keena Williams
14. Denease Franklin	denese@denese.com	Denease Franklin
15. Shannon Farmer	shannon@shannon.com	Shannon Farmer
16. LADIANA ESKEW	N/A	LADIANA ESKEW
17. Ulette S. Jones		Ulette S. Jones
18. Kelsa Smith		Kelsa Smith
19. Cassandra Jones	Cassandra Jones	Cassandra Jones
20. Carol Wade	N/A	Carol Wade



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. JERREN COLLINS	JERREN COLLINS 923@live.com	JERREN COLLINS
2. WILSON THINS	AKINS.WILSON@yahoo.com	WILSON THINS
3. J. Mission Danks	1epassiondanks@yahoo.com	J. Mission Danks
4. NICHOLAS WILLIAMS	N/A	NICHOLAS WILLIAMS
5. J. Williams	N/A	J. Williams
6. J. Williams	cc-williams@yahoo.com	J. Williams
7. NICHOLAS WRIGHT	N/A	NICHOLAS WRIGHT
8. DAMIAN BEASLEY	clarnian-beasley@yahoo.com	DAMIAN BEASLEY
9. AUSTIN BROWN	AUSTIN_BROWN@yahoo.com	AUSTIN BROWN
10. JEFF HILL	shill001@yahoo.com	JEFF HILL
11. KARNIA TURNER	kt-turner@yahoo.com	KARNIA TURNER
12. TATIANA FOX	10foxdarkbluecross.com	TATIANA FOX
13. J. Williams	N/A	J. Williams
14. J. Williams	13817 St Michael L. Rd	J. Williams
15. J. Williams	42 Welchway 45@yahoo.com	J. Williams
16. J. Williams	imani.kyree@yahoo.com	J. Williams
17. J. Williams	29 Carlton Cir L.R. AR	J. Williams
18. J. Williams	2001-10501 yehood.com	J. Williams
19. NICHOLAS NEWMAN	N/A	NICHOLAS NEWMAN
20. J. Williams	redacted@yahoo.com	J. Williams

8/11/09

Urban Collegiate Public Charter School for Young Men-Pending Fall 2010  
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"I support having all boys' charter school in Little Rock"

Print Name Email Address Signature

1. ✓	Sherard Brown	Boris-Candyman@yahoo.com	Boris Candyman
2. ✓	Dan Talbot	Dan Talbot@yahoo.com	Dan Talbot
3. ✓	Misty Wilson	mmwilson36@yahoo.com	Misty Wilson
4. x	Angela Allen	N/A	Angela Allen
5. ✓	Constance Simmons	spilledbrat32006@yahoo.com	Constance Simmons
6. x	Phyllis Gray	N/A	Phyllis Gray
7. ✓	Heather Cornsley	linderconley@aol.com	Heather Cornsley
8. x	Janette Pombas	N/A	Janette Pombas
9. x	Sheron Watson	N/A	Sheron Watson
10. ✓	Raymunda Ellison	monaltcare@comcast.net	Raymunda Ellison
11. ✓	Margissa Pappas	preetotomson@yahoo.com	Margissa Pappas
12. ✓	Karl Giann	gannkman@yahoo.com	Karl Giann
13. ✓	Phyllis E. Sanders	psanders@aol.com	Phyllis E. Sanders
14. x	Anna Jean McKenzie	N/A	Anna Jean McKenzie
15. ✓	DeLanor Graham	gsbtaym3333@yahoo.com	DeLanor Graham
16. ✓	Raquel Davis	davisraquel@yahoo.com	Raquel Davis
17. ✓	Julie Myer	myerjulie@yahoo.com	Julie Myer
18. ✓	John Johnson	johnjohnson@yahoo.com	John Johnson
19. ✓	Janet White	N/A	Janet White
20. ✓	Janet White	N/A	Janet White

1 N/A

# Urban Collegiate Public Charter School for Young Men - Pending Fall 2010

8/1/07

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. FEELE ROOS	FEELE@adl.com	FEELE ROOS
2. GERALD W. HARE		Gerald W. Hare
3. LATESHA GAVIS	N/A	Latesha Gavis
4. James Staples	N/A	James Staples
5. Mary Wandy	N/A	Mary Wandy
6. Karla Meier	Karla_Meier@hotmail.com	Karla Meier
7. ALVIN A. KENS	N/A	Alvin A. Kens
8. TERS METZON	N/A	Ters Metzton
9. ANDRETT JACKSON	N/A	Andrett Jackson
10. Ola Jackson	N/A	Ola Jackson
11. Hubert A. Colley	hacolley@comcast.net	Hubert A. Colley
12. NAOMI WILLIAMS	N/A	Naomi Williams
13. LINDA CARTER	N/A	Linda Carter
14. VITA SMITH	evikasmith072003@yahoo.com	Vita Smith
15. VIVE SANS REY		Vive Sans Rey
16. h. MORGAN	HAWKINS	h. Morgan
17. SHEIONA HAWKINS	Sheionda@yahoo.com	S. Hawkins
18. ANNETTE HAWKINS	HAWKINS.ANNETTE@USGS.COM	Annnette Hawkins
19. CARLA HOLTON	N/A	Carla Holtton
20. J. HAWKINS	JOHN.HAWKINS@AT&T.NET	J. Hawkins

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"

8/1/08

Print Name	Email Address	Signature
1. Alison Keyes	alison.little.rock@adcom	Alison Keyes
2. Quana Allen	Alunquana@uph22.com	Quana Allen
3. Carolyn & Theresa	202 57th ave yuba	Carolyn & Theresa
4. Michelle Davis	1511 Lewis St	M.D.
5. Jhegmaed Duff	carlos2corbines@yahoo.com	Jhegmaed Duff
6. Myia Woods	myia.woods@ymail.com	Myia Woods
7. Carolyn Farr-Omyora	N/A	Carolyn Farr-Omyora
8. O'Dell Lowe	Samt N/A	O'Dell Lowe
9. LINDA FAYE PRUITT	Kittanpool61@comcast.net	Linda Faye Pruitt
10. Malorie Thompson	N/A	Malorie Thompson
11. Kaitiss Miller	N/A	Kaitiss Miller
12. Denise Gray	N/A	Denise Gray
13. Taylor Compton	Hctaylor@sbcbkhal.net	Taylor Compton
14. Brian Williams	N/A	Brian Williams
15. David Hart	N/A	DAVID HART
16. Yolanda Brown	N/A	Yolanda Brown
17. Roena Jackson	N/A	ROENA JACKSON
18. Jerrisa Penn	N/A	Jerrisa Penn
19. Jim Connor	N/A	Jim Connor
20. Deborah Walker	N/A	Deborah 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. Phyllis Hodges	C2cousels3cats.net	<i>[Signature]</i>
2. Christina Pittman	chr's.pittman@gmail.com	<i>[Signature]</i>
3. Alecia Hunter	wake24@yahoo.com	<i>[Signature]</i>
4. William Groch	lillian.pocel@yahoo.com	<i>[Signature]</i>
5. Anne Gargbelle	<del>lillian.pocel@yahoo.com</del>	<i>[Signature]</i>
6. Annette Johnson	adjohnson51@sbcschool.net	Annette Johnson
7. Melissa Garrett	NKGarrett1@aol.com	<i>[Signature]</i>
8. Kris Deaton	Krisdeaton@msn.com	<i>[Signature]</i>
9. Tony Bules	LEVANUMU@HOTMAIL.COM	<i>[Signature]</i>
10. Alma Hillined	alma.hillined@aol.net	Alma Hillined
11. Marcie Trice	Marcie.Trice@gmail.com	Marcie Trice
12. Rose Wright	rosewright7831@scs.global.net	<i>[Signature]</i>
13. Alycia Madden	amadden@philander.edu	<i>[Signature]</i>
14. Debra Dunworth	dmunworth@earthlink.net	Debra Dunworth
15. Lynda Cooper	lcoop1803@globalnet.net	Lynda Cooper
16. Rebekah Basher		Bonnie Cooper
17. Dorothy B. Parker	2108 Edmonds St. N.E. L. (Dorothy B. Parker)	<i>[Signature]</i>
18. Beatrice Reed	reed17000@sbcschool.net	<i>[Signature]</i>
19. Madalena Green	<del>reed17000@sbcschool.net</del>	<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 Renee Green	1318 Franklin St, LRA	Zena Green
3.	25green6263@hotmail.com	
4. Tracy Clay	25green6263@hotmail.com	Tracy Clay
5. Shawn Jones	Sy Jones @ uak.edu	Shawn Jones
6. Natalie Benjamin	natalex@gmail.com	Natalie Benjamin
7. Kenya Brevard	3813 W. 11th Kenyabrevard@yahoo.com	Kenya Brevard
8. Sabrina Cooper	soloncooper@yahoo.com	Sabrina Cooper
9. Jocelyn M. Hall	soloncooper@yahoo.com	Jocelyn M. Hall
10. Joshua Hall	soloncooper@yahoo.com	Joshua Hall
11. Janisha Roberson	soloncooper@yahoo.com	Janisha Roberson
12. Latonia Brown	soloncooper@yahoo.com	Latonia Brown
13. Allie Bred	soloncooper@yahoo.com	Allie Bred
14. Angela Campbell	5517 W 51st Apt 22	Angela Campbell
15. LaSonia Moseley	2000 Robtaylor Rd, Little Rock, AR 72206	LaSonia Moseley
16. Annette Johnson-Guy	5maone@yahoo.com	Annette Johnson-Guy
17. Ronda Adams	7 Wilton Drive, Little Rock, AR 72206	Ronda Adams
18. Lubonne Barnes	1804 S Pulaski St, Little Rock, AR 72206	Lubonne Barnes
19. Gloria Brown	2119 Moss N. L.A.	Gloria Brown
20. Jerry Lee Jackson	NA	Jerry Lee Jackson

8.15.09

# Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

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"I support having all boys' charter school in Little Rock"

Print Name

Email Address

Signature

1. Doretha Collins	danetta_collins@yahoo.com	Doretha Collins
2. Rhonda Young	rochelle2000@yahoo.com	Rhonda Young
3. Nicholas Ashford	NicholasAshford@yahoo.com	Nicholas Ashford
4. Amanda Key	primitivicaled@yahoo.com	Amanda Key
5. Sherena Jones	21JONES.131@mail.com	Sherena Jones
6. <del>Tamela Dukes</del>	<del>21JONES.131@mail.com</del>	<del>Tamela Dukes</del>
7. Tamela Dukes	Tameladukes@global.net	Tamela Dukes
8. Katrina Lewis	Benny312@gmail.com	K. Lewis
9. Simone Jackson	jacksonskstudent@uscd.edu	Simone Jackson
10. Valeria Williams	Coco40pe@yahoo.com	Valeria Williams
11. Sheronda Peterson		Sheronda Peterson
12. Cynthia Lovett	212 Moss St. NLR, AR	Cynthia Lovett
13. Denise Parker	Denise Parker 7600 1/2 St. NLR, AR	Denise Parker
14. Melissa Tillman	1200 West Markum St. 74106	Melissa Tillman
15. Doretha Taylor	pharisa@uak.edu	Doretha Taylor
16. Doretha Taylor	pharisa@uak.edu	Doretha Taylor
17. Pam Johnson	Pamela Bott. Net	Pam Johnson
18. Annie Fuller	NA	Annie Fuller
19. Carlos Auer	calbert37@yahoo.com	Carlos Auer
20. Edgar Whitley	dgr-whitley@yahoo.com	Edgar Whitley

8.15.59



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. Katya Runth	5709 Herrick Lane R 72209	<i>Katya Runth</i>
2. Stacy Clay	9600 W. 36th St #803 LRAK 72204	<i>Stacy Clay</i>
3. Mattalie Kelly	7200 Sunflower Rd	<i>Mattalie Kelly</i>
4. Brantlyn Brown	75509 Capital Hill Rd	<i>Brantlyn Brown</i>
5. Dupree Vannoy	3461 Fairbank Ave	<i>Dupree Vannoy</i>
6. Erica Jefferson	15000 Chenal Dr, C364	<i>Erica Jefferson</i>
7. Tanaya Fitzgerald	23116 Dorset Drive	<i>Tanaya Fitzgerald</i>
8. Anthony Murock	16601 Iron Barrow Rd. #150	<i>Anthony Murock</i>
9. Sabrina Ali	5241 Mabelvale Pike	<i>Sabrina Ali</i>
10. Quiana Braggs	12601 Wilson Rd #200	<i>Quiana Braggs</i>
11. Kimili Young	6901 Dunper rd Little Rock 72209	<i>Kimili Young</i>
12. Kimili Young	(Kimili Young@hotmail.com)	<i>Kimili Young</i>
13. Kendall Shannon	4 Village St	<i>Kendall Shannon</i>
14. Jacobson David	10000 S. 19th St	<i>Jacobson David</i>
15. Michelle X	10000 S. 19th St	<i>Michelle X</i>
16. Kelly J. Sullivan	11401 Mesa Dr. #100	<i>Kelly J. Sullivan</i>
17. Kelly J. Sullivan	11401 Mesa Dr. #100	<i>Kelly J. Sullivan</i>
18. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
19. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
20. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
21. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
22. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
23. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
24. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
25. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
26. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
27. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
28. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
29. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</i>
30. Brantlyn Brown	1210 Eyes Ave #12	<i>Brantlyn Brown</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"

8.15.04

Print Name

Email Address

Signature

1. Saintete Martinez	smail52003@yahoo.com	Shantel Martinez
2. Zaida McKenzie	smail52003@yahoo.com	Zaida McKenzie
3. Kendans Hill	kendans@uoregon.edu	Kendans Hill
4. Algeni S Hayes	lucyemurte@aol.com	Algeni S Hayes
5. Stephanie White	Henry Williams@yahoo.com	Stephanie White
6. Sharla Smith	Smith-sharlab@jag16b.net	Sharla Smith
7. Tammie Silas	tisilas@uclr.edu	Tammie Silas
8. Barbara Ellis	pellis@yahoo.com	Barbara Ellis
9. Jennifer Carthron	gingin5p1@comcast.net	Jennifer Carthron
10. Beverly Smith	N/A	Beverly Smith
11. Linda Toney	linda_toney@yahoo.com	Linda Toney
12. Brenda Brown	upond.brown@yahoo.com	Brenda Brown
13. Tonia Alexander	Tn-lundr@hotmail.com	Tonia Alexander
14. Rose Peterson	N/A	Rose Peterson
15. Sharequa White	sharequa@upho.com	Sharequa White
16. Janet Kelley Grant	3619@oneir	Janet Kelley Grant
17. Sharon Nims	Sharonnims@aol.net	Sharon Nims
18. Mark Persley	Cocoterry@yahoo.com	Mark Persley
19. Cheryl Smith	N/A	Cheryl Smith
20. Lisa Conner	N/A	Lisa Conner

# 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 Laro	MSanb7@aol.com	Sandra Laro
2. Bryant Davis	Squaredavis@aol.com	Bryant Davis
3. Shelia Smith	Smith-shelia@globalnet	Shelia Smith
4. Diane Brown	3026 E. megarville	Diane Brown
5. Cassandra Lea	N/A	Cassandra Lea
6. Josika Collins	2713 S. Bottery St.	Josika Collins
7. Terisha Evans	23 Glenmore Dr.	Terisha Evans
8. Jamaral Ford	1506 Parkram Pointe Dr	Jamaral Ford
9. Latia Stewart	2908 W 4th sati.stewart@yahoo.com	Latia Stewart
10. V. Kay Jordan	108 Maryland Dr. LR	V. Kay Jordan
11. Aaron Slater	H. Labette Ct. LR - Slater02@yahoo.com	Aaron Slater
12. Glenn King	G.King@littlerock.org	Glenn King
13. Stephanie Berthia	Steph.Berthia@littlerock.org	Stephanie Berthia
14. Steve Smith	Steve Smith 55969@yahoo.com	Steve Smith
15. Shauntay Smith	ShauntaySmith@live.com	Shauntay Smith
16. Doreen Cannon	1124 Redwood Dr. Little Rock	Doreen Cannon
17. MAE R. GLAVER	Mae R. Glaver	Mae R. Glaver
18. Aline Brown	MSAB@bellsouth.net	Aline Brown
19. Yolanda Hollister	N/A	Yolanda Hollister
20. Daphne Love	dlove@shininghope.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 Toombs	N/A	Stephen L. Toombs
2. Charles Cosby	N/A	Charles C. Cosby
3. Tammy Lichten	N/A	Tammy Lichten
4. Raymond Longfield	N/A	Raymond Longfield
5. Brebon	N/A	Brebon
6. Najiyah Hamidullah	Najiyah52@aol.com	Najiyah Hamidullah
7. Britney Coleman	britneyshannon@yahoo.com	Britney Coleman
8. Josh Starks	Josh Starks	Josh Starks
9. Armentia McClelland	Armentia30@yahoo.com	Armentia McClelland
10. Elna Suitor	N/A	Elna Suitor
11. Deadis Fleming	N/A	Deadis Fleming
12. Darlene Gaston	N/A	Darlene Gaston
13. Lillian Minton	N/A	Lillian Minton
14. ERICA SPROUSE	sproused@archdiocese.org	Erica Sprouse
15. Nicholas Epps	N/A	Nicholas Epps
16. Olivia Session	Olivia.Session@yahoo.com	Olivia Session
17. Rich Crank	RLC@LWAVE.org	Rich Crank
18. Peana Burns	peana.juv-16@yahoo.com	Peana Burns
19. Crystal L Talley	N/A	Crystal L 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@verizon.net	Rosalind Wilson
3.	Dwight McHovey	Dwight	Dwight McHovey
4.	Yolanda Hadley	Yolanda.Hadley@ar.navy.mil	Yolanda Hadley
5.	Sonia Bobo	Sonia.bobo@yahoo.com	Sonia Bobo
6.	Mary Parker	3344444444	Mary Parker
7.	Dangeta Harris		Dangeta Harris
8.	Denise Caruthers Quiller	quillendence@aol.com	Denise Caruthers Quiller
9.	Tracey Ross	Tracey.Little.net	Tracey Ross
10.	Linda J. Franks	lyrics7@aatt.net	Linda J. Franks
11.	Doris Clay	clayclay@att.net	Doris Clay
12.	Andrea McShane	andrea.mcshane@yahoo.com	Andrea McShane
13.	Margaret Coleman	mcolemar@publixx.com	Margaret Coleman
14.	Loka Smith	lsmith@hotmail.com	Loka Smith
15.	June Shaw	June-Shaw@att.net	June Shaw
16.	Doris Davis	Doris.Davis@att.net	Doris Davis
17.	Glenn H. Gelin	Glenn.H.Gelin@att.net	Glenn H. Gelin
18.	Joyce Williams	joycewilliams@att.net	Joyce Williams
19.	Ashley Wilson	ashleywilson3@att.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			Cass Brown
2.	Monique Nathan	monique_nathan@yahoo.com		Monique Nathan
3.	Latricia Straybs	latricia2@gmail.com		Latricia Straybs
4.	Dorothy Bledsoe	dorothybledsoe@yahoo.com		Dorothy Bledsoe
5.	Candace Jackson			Candace Jackson
6.	Shellye Dymally	psmith@onebarr.com		Shellye Dymally
7.	Shirley Ferguson	missf333@att.net		Shirley Ferguson
8.	Heleen Norvell	heleenmichael@people.com		Heleen Norvell
9.	Ranuta Johnson	rgjohnson@caegonusa.com		Ranuta Johnson
10.	James Hill			James Hill
11.	James Jones	KRR@SBCglobal.net		James Jones
12.	Glenn Parker	miss.d123@sbglobal.net		Glenn Parker
13.	Traci Brown	H10yd313@yahoo.com		Traci Brown
14.	Byron Briggs			Byron Briggs
15.	Ryan Johnson	KLSTHUM@OCTHACKENSS.COM		Ryan Johnson
16.	Debra Chapman	1117 E. 16th NLR AR		Debra Chapman
17.	Beverly Seal	809 E 40th		Beverly Seal
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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 Henson		Derrick Henson
2. Mike Hood		Mike Hood
3. Jessie Dortch	jesiedortch@yahoo.com	Jessie Dortch
4. Ann Hunter	abhunter@littlerock.org	Ann Hunter
5. Xaviere Wynn	Xaviere.Wynn@littlerock.org	Xaviere Wynn
6. [Signature]		[Signature]
7. REV AL DUNCAN	ALBERT.DUNCAN@VERIZONWIRELESS.COM	Rev Al
8. Johnathon Hall	hall-johnathon@yahoo.com	Johnathon Hall
9. Jasmine McDade	jasmine_mcdade@yahoo.com	Jasmine McDade
10. Shondrea Lopez	Shondrea.Lopez@comcast.net	Shondrea Lopez
11. Elizabeth Vaughn	eva.v Vaughn@yahoo.com	Elizabeth Vaughn
12. RYAN BARNES	rhmediasolutions@gmail.com	Ryan Barnes
13. Frances Richardson	richardsoncf@steglobal.net	Frances Richardson
14. Deborah Butler-Allen	allen2122@steglobal.net	[Signature]
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# Urban Collegiate Public Charter School for Young Men--Pending Fall 2010

We want to show community interest. Please sign our petitions.

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Print Name

Email Address

Signature

1.	Cole Young	CYoung618@gmail.com	Cole Young
2.	Jeri Bozeman-Hill	inmysistakroom@hotmail.com	Jeri Bozeman-Hill
3.	Wallace Montgomery, IV	wallace.montgomery@yahoo.com	Wallace Montgomery, IV
4.	Tyler Sanders	Tsanders@pikesville.k12.md.us	Tyler Sanders
5.	Derrick Smith	businstreservice@yahoo.com	Derrick Smith
6.	Kristin Talley	kristin.talley@students.pulaskitech.edu	Kristin Talley
7.	EDRIN NICHOLSON	WAPB5122@yahoo.com	EDRIN NICHOLSON
8.	Ronald Johnson		Ronald Johnson
9.	Michael Yuen	my1802C.SBC.Studcal.net	Michael Yuen
10.	Shecon Smith	geminiumicad1.com	Shecon Smith
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# Urban Collegiate Public Charter School for Young Men-Pending Fall 2010

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"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	LindaD.Harrison@yahoo.com	Linda D Harrison
4.	Joe D Palmer	Palmerwalt@sbcglobal.net	Joe D Palmer
5.	Cheri Palmer	6105814@netcap.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 line	Cristil Rycraw
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# 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 Skilton	N/A	Myra Skilton
2. Shannon Galloway	N/A	Shannon Galloway
3. <del>Shannon Galloway</del>	N/A	<del>Shannon Galloway</del>
4. Saton Hodge	SatonHodge@yahoo.com	Saton Hodge
5. Vincent Jones	N/A	Vincent Jones
6. Zambie Ford	Fordzambie@yahoo.com	Zambie Ford
7. <del>Shannon Galloway</del>	N/A	<del>Shannon Galloway</del>
8. <del>Shannon Galloway</del>	N/A	<del>Shannon Galloway</del>
9. <del>Shannon Galloway</del>	N/A	<del>Shannon Galloway</del>
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# 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.	Kwata 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 Wilburn	N/A	L. Wilburn
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# Urban Collegiate Public Charter School for Young Men--Pending Fall 2010

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"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.	Angie Hammett	N/A	Angie Hammett
5.	Marshall Thomas	W/M	Marshall Thomas
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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.	Kevin Buford	N/A	Kevin Buford
2.	Jonny Austin	thouston-01@yahoo.com	Jonny Austin
3.	McClary Johnson Jr	N/A	McClary Johnson Jr
4.	Anthony Johnson	N/A	Anthony Johnson
5.	Beyoncé Storm	bleval@clubbilly.com	Beyoncé Storm
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# 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.	Vivian Fisher	870-866-7992	Vivian Fisher
2.	Frances Mc-Nair	francesmcnair@sbcglobal.net	Frances Mc-Nair
3.			
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# 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	Sonmill57@yahoo.com	Sonny Miller
2.			
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ARKANSAS STATE BOARD OF EDUCATION

IN RE: OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION  
FOR LITTLE ROCK URBAN COLLEGIATE PUBLIC CHARTER  
SCHOOL FOR YOUNG MEN

LITTLE ROCK SCHOOL DISTRICT'S  
SUPPLEMENTAL SUBMISSION

I. Background.

A. The Defendants' Constitutional Violations: Residential Segregation.

In 1982, the Little Rock School District ("LRSD") filed an interdistrict desegregation case against the State of Arkansas, the Pulaski County Special School District ("PCSSD") and North Little Rock School District ("NLRSD"). In 1984, the United States District Court ("Court") found the defendants guilty of interdistrict constitutional violations including acting in concert for the purpose of preserving residential segregation. *Little Rock School District v. Pulaski County Special School District*, 584 F.Supp. 328, 353 (E.D. Ark. 1984). The Court made the following findings of fact:

41. The goal of preserving residential segregation has been successful. The southern and eastern parts of the Little Rock School District remain heavily black to this day. The black population of the city has expanded to the west to some extent, but the far western portions of the city remain white today. (PX 5 and 40, p. 13) Northern and northwestern parts of the city, including the area where the black West Rock clearance area was formerly located, remain virtually all-white today. (PX 5 and 40, p. 13) Similarly in North Little Rock, the residential areas near the housing projects, that is, those lying south of Interstate 40, have become substantially black. The area north of Interstate 40 has remained overwhelmingly white. (PX 5)

42. The existence and location of the housing projects, the location of other government-subsidized housing units, the failure to build projects within the geographic boundaries of the county district, and the private and public steering and redlining practices are major contributing factors to the residential segregation

in Pulaski County which exists today.

*LRSD v. PCSSD*, 584 F.Supp. at 343.

Consistent with these findings of fact, the Court reached the following conclusions of law:

6. The predominantly segregated residential patterns of Pulaski County have been caused in a significant degree by the actions of many governmental bodies, acting in concert with each other, with the defendants, and with private interests, and are not solely attributable to a series of individualized private housing choices. *Hills v. Gautreaux*, 425 U.S. 284, 96 S.Ct. 1538, 47 L.Ed.2d 792 (1975); *Swann v. Charlotte Mecklenburg Board of Education*, *supra*.

7. The governmental actions affecting housing patterns in Pulaski County have had a significant interdistrict effect on the schools in Pulaski County, which has resulted in the great disparity in the racial composition of the student bodies of the Little Rock district and the two defendant districts. *Swann v. Charlotte Mecklenburg Board of Education*, *supra*.

*LRSD v. PCSSD*, 584 F.Supp. at 352-53.

The Court made specific liability findings against the Arkansas State Board of Education ("State Board") and reaffirmed the State Board's remedial responsibilities in *Little Rock School District v. Pulaski County Special School District*, 597 F.Supp. 1220, 1227-28 (E.D. Ark. 1984). *See Little Rock School District v Pulaski County Special School District*, 778 F.2d 404, 409 (8<sup>th</sup> Cir. 1985). The Court stated:

***The State Board of Education has never acknowledged its affirmative duty to assist the local school districts in their desegregation efforts.*** In the performance of its statutory duties, as set forth above, the State Board has never promulgated any rules or guidelines which would encourage the local districts to eliminate discrimination in their school systems. ***These omissions have had their greatest impact on the issues of school construction, student transportation, and financial assistance to local districts.*** Had the State Board taken affirmative steps in providing incentives to local school districts to comply with desegregation requirements, desegregation within the school districts in Pulaski County would have been greatly enhanced. These deficiencies in the State Board's discharge of

its affirmative duty to encourage desegregation in the local school districts had an interdistrict effect upon the Little Rock, Pulaski County, and North Little Rock school districts. Other branches of the State, as set forth in the court's earlier opinion, *Little Rock School District v. Pulaski County Special School District*, *supra* at 328-335, share responsibility with the State Board for these constitutional violations, but the State Board must be the remedial vehicle for their violations as well. The State Board therefore has remedial responsibilities with respect to this case. [citations omitted]. The precise nature of these financial and oversight responsibilities must await further refinement of the consolidation plan and development of a budget for such consolidated district.

*LRSD v. PCSSD*, 597 F.Supp. at 1228 (emphasis supplied). The Eighth Circuit affirmed the Court's imposition of remedial responsibilities on the State through the State Board. *LRSD v. PCSSD*, 778 F.2d at 411-12 n.4.

To remedy the defendants' constitutional violations, the Court ordered consolidation of the LRSD, NLRSD and PCSSD, but the Eighth Circuit reversed finding consolidation "exceeds the scope of the violations." *Id.* 778 F.2d at 434. The Eighth Circuit directed the Court to modify its remedy consistent with the following "principles." In summary, the Eighth Circuit mandated that:

1. Each school district remain independent with its own elected board;
2. The boundaries of NLRSD remain unchanged;<sup>1</sup>
3. The boundaries of the LRSD and PCSSD be adjusted "to produce, among other things, a student ratio within LRSD of approximately sixty percent black and forty percent white," *LRSD v. PCSSD*, 805 F.2d at 816;
4. Each district revise its school attendance zones so that each school will reasonably reflect the racial composition of the district with a variance of plus or minus twenty-five percent and that each district implement compensatory and remedial programs in "all black or nearly all black"

---

<sup>1</sup>The Eighth Circuit stated that NLRSD's boundaries should remain unchanged because "the black-white school population of this district approximates that of the county as a whole." *Id.* 778 F.2d at 434-35.

elementary schools with the cost paid by the State;

5. Each district encourage voluntary intra- or interdistrict majority-to-minority transfers and *that the State pay the cost of transportation and pay both the sending and receiving district a financial incentive*;
6. The Court consider creating a *limited number* of magnet schools with the State being required to pay one-half the cost of educating magnet students and to pay regular state aid to the student's home district;
7. The Court consider PCSSD's proposals for cooperative programs; and
8. The Court consider measures to equalize the tax rates in the districts if the boundary changes result in PCSSD or LRSD losing a substantial portion of their tax bases.

*Id.* 778 F.2d at 435-36 (emphasis supplied).

B. The 1989 Settlement Agreement.

1. M-to-M Stipulation.

Consistent with the Eighth Circuit's remedial principles, the parties submitted the Majority-to-Minority ("M-to-M") Stipulation to the Court on August 26, 1986. "Beginning in the 1987-88 school year and continuing thereafter," the M-to-M Stipulation requires LRSD, PCSSD and NLRSD to "permit and encourage voluntary majority-to-minority interdistrict transfers." M-to-M Stipulation, ¶ 1. The M-to-M Stipulation allows students in the racial majority at their school and district to transfer to a school and district where they would be in the racial minority. M-to-M Stipulation, ¶ 2. At this time, LRSD and NLRSD are majority black, and PCSSD is majority non-black. Thus, the M-to-M stipulation allows black LRSD and NLRSD students to transfer to majority non-black PCSSD schools, and non-black PCSSD students to transfer to LRSD and NLRSD schools that are majority black.

The M-to-M Stipulation requires the State Board to "pay the full cost of transporting

students opting for interdistrict transfers.” M-to-M Stipulation, ¶ 12. The State is also required to pay a financial incentive to both the sending and receiving district. M-to-M Stipulation, ¶ 13; 1989 Settlement Agreement, § II, ¶ E(2).

2. Magnet Stipulation.

The parties submitted the Magnet Stipulation to the Court on February 16, 1987. The Magnet Stipulation created six interdistrict magnet schools, including four elementary schools (Carver, Williams, Booker, Gibbs), one middle school (Mann) and one high school (Parkview). Magnet Stipulation, p. 1. The Magnet Stipulation requires the Stipulation Magnets to have a student population “which is fifty-percent (50%) black and fifty percent (50%) non-black” and prescribes a method for allocating magnet seats among the three districts. Magnet Stipulation, p. 5. It requires the State Board to pay the actual cost of transporting magnet students and one-half of the cost of educating magnet students. Magnet Stipulation, p. 3; 1989 Settlement Agreement, § II, ¶¶ E(1) and (4). In addition, each districts’ magnet students are included in the district’s average daily membership for the purpose of determining the district’s regular state education funding. 1989 Settlement Agreement, § II, ¶ A.

3. The 1989 Settlement Agreement.

The 1989 Settlement Agreement, among other things, incorporated the M-to-M Stipulation and the Magnet Stipulation and resolved numerous funding issues related to those agreements. 1989 Settlement Agreement, § II, ¶¶ A, B, C, D and E. It also incorporated each district’s desegregation plan and an Interdistrict Desegregation Plan. The LRSD has been released from its obligations under its desegregation plan, but the NLRSD and PCSSD continue to operate pursuant to court-approved desegregation plans.

The LRSD and PCSSD continue to operate interdistrict schools pursuant to the Interdistrict Desegregation Plan, as modified by subsequent court orders. The LRSD's interdistrict schools are King, Romine and Washington elementary. The PCSSD's interdistrict schools are Baker, Clinton, Crystal Hill and Chenal elementary. The Interdistrict Desegregation Plan requires PCSSD and LRSD to "engage in early, rigorous and sustained recruitment efforts designed to maximize participation in all Interdistrict Schools." Interdistrict Desegregation Plan, p. 4. "The ideal racial composition at the interdistrict schools shall be as close to 50%-50% as possible, with the majority race of the host district remaining the majority race at the interdistrict school." LRSD Revised Plan, § 4.3; PCSSD Plan 2000, p. 2.<sup>2</sup>

The 1989 Settlement Agreement also addressed the State's liability for compensatory and remedial education programs. It provided for payments to the districts totaling \$129,750,000.00. 1989 Settlement Agreement, § II, ¶ N. The State made its last payment for compensatory and remedial education programs on January 1, 1999.

Concomitant with its obligation to fund compensatory and remedial education programs, the 1989 Settlement Agreement required the Arkansas Department of Education ("ADE") to monitor implementation of compensatory education programs by the districts. It provides:

The State shall be required (as a non-party) to monitor, through ADE, the implementation of compensatory education programs by the Districts. If necessary as a last resort, ADE may petition the court for modification or changes in such programs being implemented by the Districts (but not for a reduction in the agreed level of State funding). . . . ADE shall provide regular written monitoring reports to the parties and the court.

Monitoring by the State shall be independent of that of the other parties. It is being done to ensure that the State will have a continuing role in satisfactorily

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<sup>2</sup>PCSSD Plan 2000 exempts Baker from this requirement. PCSSD Plan 2000, p. 2.



remediating the achievement disparities. Any recommendations made by ADE shall not form the basis of any additional funding responsibilities of the State.

1989 Settlement Agreement, § III, ¶ A.

In addition to paying for and monitoring compensatory and remedial programs, the State Board “committed” to certain principles including, “There should be remediation of the racial academic achievement disparities for Arkansas students.” 1989 Settlement Agreement, § III, ¶ F.

Consistent with that commitment, the 1989 Settlement Agreement provides:

G. Remediation of Disparities in Academic Achievement

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. The remediation of racial achievement disparities shall remain a high priority with the ADE.

1989 Settlement Agreement, § III, ¶ G.

In reaching the 1989 Settlement Agreement, the districts were concerned that the State Board would retaliate or otherwise discriminate against them because of the funding received pursuant to the agreement. To address this concern, the 1989 Settlement Agreement included the following provisions:

In addition to any payment described elsewhere in this agreement, ***the State will continue to pay . . . the State’s share of any and all programs for which the Districts now receive State funding.*** The funds paid by the State under this agreement are not intended to supplant any existing or future funding which is ordinarily the responsibility of the State of Arkansas. (§ II, ¶ E.) (emphasis supplied).

The settlement payments described in this agreement are exclusive of any funds for compensatory education, early childhood development or other programs that may otherwise be due to LRSD (or any successor district or districts to which

students residing in the territory now within LRSD may be assigned or for the benefit of the students if the State or other entity becomes responsible for their education), PCSSD or NLRSD under present and future school assistance programs established or administered by the State. The State will not exclude the Districts from any compensatory education, early childhood development, or other funding programs or discriminate against them in the development of such programs or distribution of funds under any funding programs. (§ II, ¶ F.)

\* \* \*

The State shall take no action (including the enactment of legislation) for the purpose of retaliating against the Districts (including retaliatory failure to increase State aid and retaliatory reduction in State aid) because of this Litigation or this Settlement. *The State will enact no legislation which has a substantial adverse impact on the ability of the Districts to desegregate.* (§ II., ¶ L.)(emphasis supplied).

## II. The State's Past Violations.

The Court has found that the State violated the M-to-M Stipulation, Magnet Stipulation and the 1989 Settlement Agreement on numerous occasions. These Court decisions provide a framework for considering whether the State Board has violated the M-to-M Stipulation, the Magnet Stipulation and the 1989 Settlement Agreement by unconditionally approving open-enrollment charter schools in Pulaski County.

### A. ODM Funding.

In 1991, the State unilaterally decided that it had no obligation to fund the Office of Desegregation Monitoring ("ODM") based on a strict reading of the 1989 Settlement Agreement and orders of the Court and Eighth Circuit. The Court rejected the State's strict interpretation in favor of an interpretation consistent with the purpose of the agreement. The Court stated:

The ADE correctly points out that there was no language expressly directing the state to continue its funding in the Court's October 30, 1990 order approving the interim budget. However, *implicit in this order* was the requirement that all parties should continue funding according to their previous obligations; otherwise,

without funding, the authorization of an interim budget would have been an exercise in futility. . . . [T]he Court's January 18, 1991 order "converted" the Office of Metropolitan Supervisor into the Office of Desegregation Monitoring, retaining the same staff and budget for an interim period. . . . Thus, while its name has been changed and the scope of its function narrowed to monitoring the parties' compliance with the settlement plans, the office still exists to assist the Court, as well as the parties, in achieving the mutual goal of constitutionally desegregated public school systems. . . . *To construe this provision otherwise would exalt form over substance and permit the State to escape an obligation from which it was nowhere expressly released by the Eighth Circuit.*

Docket No. 1442, p. 3-4.

B. Workers Compensation.

In 1993, the State shifted responsibility for workers' compensation from the State to school districts. LRSD claimed that workers' compensation was a program under Section II, Paragraph E of the 1989 Settlement Agreement and that the shift of responsibility for workers' compensation to the District had an adverse financial impact. The Court agreed with LRSD and explained:

When the parties were negotiating the Settlement Agreement, the Districts and Intervenor were concerned that the State would attempt to recoup the monies being used to fund the Settlement Agreement by reducing funds that were otherwise available to the Districts. Also, *the parties knew that their ability to carry out their obligations under the Settlement Agreement was directly tied to their belief that the settlement funds, when added to the funds received in the ordinary course of business, would be sufficient to fund their desegregation obligations.* The State's decision not to fund workers' compensation claims is an example of an unexpected obligation that the Districts were seeking to avoid in the Settlement Agreement.

Docket No. 2337, p. 5. The Court concluded:

[T]he State must fund the same proportion of the cost of each of the three Pulaski County school districts' workers' compensation insurance as it pays for all the other school districts in the state beginning with the 1994-95 school year. By requiring the State to assist the Pulaski County school districts to the same degree that it is assisting others, the Districts will not be "singled out" for less favorable treatment than the other districts.

Docket No. 2337, p. 7.

C. Loss Funding.

Also in 1993, the State amended the funding for districts with declining enrollment known as loss funding. The LRSD and PCSSD alleged that the manner in which the State treated M-to-M transfer students in calculating "loss funding" pursuant to Ark. Code Ann. § 6-20-302 violated the M-to-M Stipulation. Docket No. 2337, p. 7. The Court agreed stating:

[T]he State is deliberately discriminating against the Districts with respect to the provision of loss funding for a decline in enrollment related to the loss of M-to-M students. Whether a district loses a student through ordinary transfer or an M-to-M transfer, the effect on that district's enrollment is the same. No matter how the loss occurs, the disruption to a school district from a net declining enrollment is the same. However, the ADE has decided not to credit the Districts for the loss of students due to M-to-M transfers. Thus, the ADE has determined to discriminate against the three Pulaski County districts with respect to M-to-M students.

Docket No. 2337, p. 9. The Court further explained:

The state's application of loss funding and growth funding encourages the PCSSD to lose students to neighboring predominantly white districts, not to the LRSD. *This is contrary to the Eighth Circuit's intent to encourage voluntary majority-to-minority transfers between the Districts and to require the state to pay for such transfers.*<sup>3</sup> It is clear that the decision of the ADE is not consistent with the actual language of the stipulation. ***A party may not unilaterally change the implementation or language of an agreement or order without the prior approval of the Court and/or the consent of the parties.*** If the ADE believed that the literal application of the language of the stipulation and the Settlement Agreement was inconsistent with the original intent of the parties and would work an injustice with respect to loss funding, the ADE should have approached the parties and petitioned the Court for a modification.

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<sup>3</sup>See *LRSD v. PCSSD*, Little Rock School District v. Pulaski County Special School District, 778 F.2d 404, 436 (8th Cir. 1985) ("Voluntary intra- or interdistrict majority-to-minority transfers shall be encouraged, with the State of Arkansas being required to fund the cost of transporting students opting for interdistrict transfers and to pay benefits to the sending and receiving schools for the interdistrict transfers similar to those required to be paid in *Liddell*. All three defendant school districts in Pulaski County shall be included in this program.")

Docket No. 2337, p. 9-10 (emphasis supplied). The Court concluded:

The state of Arkansas needs to focus on its obligation in the settlement to give the Pulaski County school districts *special* consideration to enable these districts to meet their numerous and burdensome obligations under the settlement. The Court reminds the state of the Eighth Circuit's specific findings about the state's complicated and lengthy history of promotion of unconstitutional racial segregation which has led to this interminable litigation. *The swiftest and surest way out of the federal court is to abide by the terms and spirit of this settlement Agreement, and this includes following proper procedures for modification of the settlement.*

Docket No. 2337, p. 15-16 (“special” emphasis in original, other emphasis supplied).

D. Teacher Retirement and Health Insurance.

In 1995, the Arkansas General Assembly enacted a new school funding formula. Under the new funding formula, school districts no longer received money specifically earmarked for teacher retirement contributions or health insurance. Instead, the money in the past earmarked for teacher retirement and health insurance was distributed under the new funding formula on a per student basis. The districts argued that this violated the 1989 Settlement Agreement, Section II, Paragraph E, which required that the State continue to pay the “[t]he State's share of any and all programs for which the Districts now receive State funding.” The State responded that the 1989 Settlement Agreement, Section II, Paragraph L, authorized “fair and rational adjustments to the funding formula which have general applicability but which reduce the proportion of State aid to any of the Districts shall not be considered to have an adverse impact on the desegregation of the Districts.” The Court found that the changes in the funding formula were neither “fair and rational” nor “of general applicability.” The new funding formula was not “fair and rational” because it failed to consider the number of employees in distributing aid for teacher retirement and health insurance. Docket No. 2930, p. 11-12. It was not “of general applicability” and a

violation of the anti-retaliation provision of the 1989 Settlement Agreement because other school districts received a greater proportion of their teacher retirement and health insurance costs than the three Pulaski County districts. Docket No. 2930, p. 11-12. The Court recognized that a violation of the anti-retaliation provision did not require an intent to retaliate. "This result is precisely what the anti-retaliation clause was meant to prevent. It funds the Pulaski County districts to a lesser degree than other districts in the state. It is of no moment that the State reached this result in a mathematically consistent manner." Docket No. 2930, p. 4-5, *quoting LRSD v. PCSSD*, 83 F.3d 1013, 1018 (8th Cir. 1996). The Court noted "the State has not petitioned the Court for any modifications in the Agreement and the Court is bound to enforce the terms of the Agreement." Docket No. 2930, p. 11.<sup>4</sup>

F. Jacksonville Splinter District.

In 2003, the State Board authorized an election to create a splinter district by detaching the Jacksonville area from the PCSSD. On the motion of PCSSD, the Court directed the State Board to rescind its order authorizing the election. The Court found that the proposed Jacksonville splinter district violated the 1989 Settlement Agreement and the Eighth Circuit's orders in *LRSD v. PCSSD*, 805 F.2d 815 (8<sup>th</sup> Cir. 1986) and *LRSD v. PCSSD*, 778 F.2d 404 (8<sup>th</sup>

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<sup>4</sup>The Court's decision on health insurance adopted the reasoning of its opinion on teacher retirement without further discussion. *See* Docket No. 2967.

Cir. 1985). *See* Docket No. 3792 and LRSD Exhibit 1<sup>5</sup>, Tr.8/18/2003. In ruling from the bench, the Court quoted from an opinion letter written by the Attorney General<sup>6</sup> stating:

As a general matter, the settlement agreement and the Pulaski County Special School District's existing desegregation plan were written in the context of the Pulaski County Special School District having control over the schools in the proposed detachment area, having the benefit of the local revenue derived from taxes on property within the proposed detachment area, *and having available the students residing in the proposed detachment area who might, through M-to-M transfers and other reassignment, be available to lessen racial disparities in individual schools in the Pulaski County Special School District, the Little Rock School District, and North Little Rock School District.* In light of this, any detachment of a significant amount of territory from the Pulaski County School District would *almost certainly be expected to have an impact on the Pulaski County Special School District's ability to comply with its desegregation plan and have an impact on the operation of the settlement agreement, including the agreement's provisions concerning M-to-M students and the magnet schools in the Little Rock School District.*

LRSD Exhibit 1, Tr.8/18/2003, pp. 52-53 (emphasis supplied). The Court concluded, "Obviously, the proposal to create a new school district in northeast Pulaski County will have an undeniable, in my opinion, profound effect on the ability of the Pulaski County Special School District to comply with those two orders, not to mention the many other desegregation obligations outlined in Plan 2000." LRSD Exhibit 1, Tr.8/18/2003, p. 59.

The Court described the process to be followed by any party that "contemplates changing the boundaries of any of the three school districts" in Pulaski County. LRSD Exhibit 1, Tr.8/18/2003, p. 56. The Court stated:

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<sup>5</sup>LRSD's Exhibits were provided to the State Board, UCPC and ADE on November 9, 2009.

<sup>6</sup>The Arkansas Attorney General at the time was Governor Mike Beebe. The opinion letter was written by Senior Assistant Attorney General Timothy G. Gauger who is now legal counsel for Governor Beebe. The AG opinion quoted by the Court is LRSD Exhibit 14.



First, come to the Court with a detailed feasibility study and specific data sufficient to allow this Court to conduct an evidentiary hearing to determine if, one, the boundary changes will substantially impact the student populations of each district; and two, the changes in the boundaries will, and I quote again, better meet the educational needs of the students of the districts involved.

LRSD Exhibit 1, Tr.8/18/2003, pp. 57-58.

The Court warned the State Board that “they cannot use state statutes as a shield to avoid complying with all Court orders and contractual agreements that govern and control the desegregation obligations of the parties in this case.” LRSD Exhibit 1, Tr.8/18/2008, p. 59. Moreover, the Court made clear that “it’s the effect and impact<sup>7</sup> rather than the intent which is the critical inquiry under these circumstances.” LRSD Exhibit 1, Tr.8/18/2003, p. 59.<sup>8</sup>

### III. Open-Enrollment Charter Schools in Pulaski County Require Court Approval.

The 1989 Settlement Agreement created a countywide, interdistrict student assignment system that was implicitly intended to be the sole means for interdistrict movement of students within Pulaski County. By authorizing open-enrollment charter schools in Pulaski County, the

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<sup>7</sup>ADE legal counsel’s desegregation opinions which contend that “segregative intent” is the applicable standard are clearly wrong. Those opinions also ignore case law and testimony from the AG that the charter applicant must come forward with evidence of its prospective enrollment so the State Board may assess its desegregation impact. *Berry v. School District of the City of Benton Harbor*, 56 F.Supp.2d 866, 873 (W.D. Mich. 1999) (“Nevertheless, in the absence of accurate reporting, the court has no factual basis on which to assess the likelihood of any resegregative impact on student assignment.”); SB 2000-03-13, Tr. 46 (“To suggest that a response to that statutory duty, that we don’t know if our charter will affect the Pulaski County Special School District’s ability to comply is, in my view, a failure to adhere to the statutory standard of compliance.”)

<sup>8</sup>In addition to the violations enumerated herein, the State’s failure to meet its monitoring obligations is well documented in the Office of Desegregation Monitoring’s, “Report on ADE’s Monitoring of the School Districts in Pulaski County,” filed December 18, 1997 (Docket No. 3097). See Docket No. 2045 (“ADE never followed the provisions of the settlement agreement or monitoring plan in any substantial way and, therefore, is in violation of its obligations.”).

State Board unilaterally removed students from the interdistrict student assignment system created by the 1989 Settlement Agreement. This change in the interdistrict student assignments in Pulaski County required Court approval. As the Court explained to the State with regard to loss funding, "A party may not unilaterally change the implementation or language of an agreement or order without the prior approval of the Court and/or the consent of the parties."

Docket No. 2337, p. 9-10

The State Board's unconditional approval of open-enrollment charter schools cannot be distinguished from the creation of the Jacksonville splinter district enjoined by this Court in 2003. Charter schools are just small school districts that have no boundaries. During a 2008 charter school hearing, State Board member Brenda Gullett commented:

Something just occurred to me as we're sitting here. You know, a K through 12, whether it's a charter school or whatever, is basically a school district. And we don't allow school districts to operate with under 350 people now. They consolidate. So it occurs to me that, you know, we've got another name for it -- it's charter school.

(SB 2008-11-03-04, Tr. 171-72) As with the Jacksonville splinter district, the State Board should have obtained Court approval before authorizing open-enrollment charter schools in Pulaski County.

In May 2000, the United States Department of Education, Office of Civil Rights issued guidance to charter schools seeking to open in districts operating under desegregation orders. It advised charter schools that, "[i]f your jurisdiction is under a desegregation court order, the appropriate LEA may need to have the court approve any new school, including a charter school." LRSD Exhibit 2, p. 8. Consistent with this guidance, Academics Plus offered to obtain Court approval when it applied for the first open-enrollment charter in Pulaski County. (2001-

2002 Application, p. 4). In other jurisdictions under a desegregation order, charter schools have requested, and sometimes obtained, court approval. *Compare Cleveland v. Union Parish School Board*, 570 F.Supp.2d 858 (W.D. La. 2008) with *Berry v. School District of the City of Benton Harbor*, 56 F.Supp.2d 866 (W.D. Mich. 1999) (LRSD Exhibits 3 and 4, respectively).

Even if the State Board does not believe Court approval is required, the State Board should seek guidance from the Court. In its 2003 order, the Court stated:

I find it quite troubling that the Arkansas Department of Education and the State Board of Education would take even the first step necessary to create a new detached school district from territory now included in the Pulaski County Special School District, without at least notifying the Court that it has received a request to form such a new district, and ***then seeking guidance from the Court regarding whether approving an election to create a new school district might violate the 1989 Settlement Agreement, orders of this Court, and orders of the Eighth Circuit.***

LRSD Exhibit 1, Tr.8/18/2003, p. 59 (emphasis supplied). The Court also issued this warning:

In expressing my concern with the action by the State Board, I'm not assuming that they are bad people or acted with bad purpose.<sup>9</sup> To the contrary, I assume they are good people. But I can only conclude that their reasoning processes were in vapor lock when they voted to allow this election. And I would hope in the future that they would take a more careful look at it. I will say this. ***If any other similar type issue comes up, . . . I would more than likely seriously consider measures more stern than attorney's fees.***

LRSD Exhibit 1, Tr.8/18/2003, p. 63 (emphasis supplied). Seeking guidance from the Court would demonstrate the State Board's commitment "to abide by the terms and spirit" of the 1989 Settlement Agreement" and would be the surest way to avoid the consequences the Court warned the State Board about in the paragraph quoted above. Docket No. 2337, p. 16.

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<sup>9</sup>The Court did not inquire into whether the State Board acted with segregative intent explaining that "it's the effect and impact rather than the intent which is the critical inquiry under the circumstances." LRSD Exhibit 1, Tr.8/18/2003, p. 64.

#### IV. The 1989 Settlement Agreement Requires Interdistrict Transportation.

As noted above, the Eighth Circuit specifically ordered that the State pay for the interdistrict transportation of students, *see LRSD v. PCSSD*, 778 F.2d at 436, and accordingly, the 1989 Settlement Agreement requires the State to pay for the transportation of magnet and M-to-M students. *See* 1989 Settlement Agreement, § II, ¶ E(4) and (5). Notwithstanding the directive of the Eighth Circuit and the 1989 Settlement Agreement, the State Board has not required open-enrollment charter schools in Pulaski County to provide transportation -- even when the charter school represented in its application that it would provide transportation. Regardless of the State Board's intent, the impact of the State Board's action has been to severely restrict the access of disadvantaged students to charter schools and to decrease the State's financial liability to the districts under the 1989 Settlement Agreement in a way the Court found impermissible with regard to workers' compensation, loss funding, teacher retirement and health insurance. By authorizing charter schools without requiring transportation, the State avoids paying for M-to-M incentive funding and avoids paying for the transportation cost of charter school students who otherwise would have elected to attend a magnet school or to attend a school in another district via an M-to-M transfer.

The lack of transportation to open-enrollment charter schools also works against the interdistrict student assignment system created by the 1989 Settlement Agreement. The 1989 Settlement Agreement created magnet and interdistrict schools to facilitate the transfer of black LRSD students to PCSSD schools and white PCSSD students to LRSD schools. Open-enrollment charter schools are interdistrict schools, but the lack of transportation prevents poor, black LRSD students from attending open-enrollment charter schools -- leaving the poorest of

the poor in high-poverty, neighborhood schools in the LRSD.<sup>10</sup>

Academics Plus recognized this when it sought the first charter for an open-enrollment charter school in Pulaski County. Academics Plus made the following commitments, among others, in its 2001-02 application: (a) to comply with the racial balance requirements for neighborhood schools as set forth in PCSSD's desegregation plan and to use a weighted lottery to ensure compliance if oversubscribed; (b) to actively recruit black students from LRSD; and, (c) to provide transportation to those students needing it. (2001-2002 Application, pp. 2-4 and 26) Academics Plus never followed through on its commitment to provide transportation even though it knew that transportation was necessary to allow poor, black LRSD students to attend the school. (2001-2002 Application, p. 4) During the 2004 hearing on Academics Plus' renewal application, transportation problems were cited as one reason for Academics Plus' decreasing black enrollment. (Minutes 2004-03-15, p. 2). When Academics Plus had financial problems in 2005, it submitted a plan to the State Board that included the following proposal:

We could recruit disadvantaged students and bus them to/from school. We could receive lots of federal money due to increasing our numbers of disadvantaged students. Most Title Funds are driven by our numbers of disadvantaged students. ***They 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.***

LRSD Exhibit 9, p. 2 (emphasis supplied). Academics Plus eventually raised money from private sources to resolve its financial difficulties but has never provided transportation so poor, black LRSD students have the means to attend the school. For 2009-2010, Academics Plus is 14 percent black. Pulaski County public schools as a whole are 58 percent black. *See* LRSD

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<sup>10</sup>Thirty-five of LRSD's 47 schools have an enrollment of more than 70 percent economically disadvantaged students.

Exhibit 15.

More recently, Little Rock Preparatory Academy reported that only 60 of 108 students enrolled in the school actually showed up. *See* LRSD Exhibit 10, ADE 8/9/2009, “New Charter Schools Battles Setbacks.” Little Rock Preparatory Academy 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. Thus, the lack of transportation clearly creates a barrier that prevents many poor students from attending charter schools and further segregates those students in high poverty, neighborhood schools in the LRSD.

Charter school advocates have made the false claim that charter schools do not receive funding for transportation. In fact, charter schools receive the same amount of transportation funding as traditional school districts. Charter schools, as well as traditional school districts, receive a set amount of money per student known as “foundation funding.” *See* Ark. Code Ann. § 6-23-502. The foundation funding amount is designed to meet the State’s obligation to provide all students a substantially equal opportunity for an adequate education. For the 2009-10 school year, the foundation funding amount was \$5,905.00. *See* Ark. Code Ann. § 6-20-2305. Of this amount, \$286.00 was designated as transportation funding. *See* LRSD Exhibit 7. In fact, many school districts, including LRSD, spend more than \$286.00 per student on transportation. In 2007-2008, the LRSD spent \$623.96 per student on transportation; KIPP Delta College Prep spent \$907.83 per student on transportation. *See* LRSD Exhibit 8.

V. Limited Number of Magnet Schools.

The Eighth Circuit directed the creation of a “limited number” of magnet schools in Pulaski County, *see Little Rock School District v Pulaski County Special School District*, 778

F.2d 404, 435-36 (8<sup>th</sup> Cir. 1985), and the parties agreed to six magnet schools in the 1989 Settlement Agreement. *See* 1989 Settlement Agreement, § II, ¶ D. Open-enrollment “magnet” charter schools negatively affect operation of the 1989 Settlement Agreement by draining non-black students and high performing students from the traditional public schools in Pulaski County. *See* LRSD Exhibits 15-19.

As discussed above, the 1989 Settlement Agreement requires LRSD’s magnet schools maintain a “50-50” black and non-black racial balance. All of the “magnet” charters are less than 50 percent black: Academics Plus (14 percent black/ 25 percent F&R), LISA Academy (28 percent black/ 24 percent F&R), ESTEM (47 percent black/ 32 percent F&R) and LISA NLR (33 percent black/ 26 percent F&R). For comparison, the LRSD is 68 percent black, and 69 percent of its students qualify for free or reduced-price meals; the three Pulaski County districts combined are 58 percent black, and 64 percent of their students qualified for free or reduced-price meals. *See* LRSD Exhibit 15.

The State Board cited the waiting lists for LRSD’s magnet schools as evidence of the need for LISA Academy. “I’m very interested in this school opening for [children on the Stipulation Magnet waiting lists],” one State Board member commented. (SB 2004-01-12, Tr. 95-96). This comment reflects a misunderstanding of how the waiting lists for LRSD’s magnets work. Because LRSD’s magnets must have an enrollment of between 50 and 55 percent black, LRSD’s magnets often have both empty seats and a waiting list. A magnet school with 55 percent black enrollment may have empty seats with black students on the waiting list who may only be admitted along with a non-black student so that the racial balance percentage does not rise above 55 percent black. Historically, about 90 percent of the students on waiting lists for



Stipulation Magnets are black. (SB 2007-11-05-06, Tr. 301) As of October 1, 2010, LRSD magnets has 363 empty seats, and 3028 students on waiting lists: 2658 black and 370 non-black. In other words, the loss of non-black students to “magnet” charters has denied black students the opportunity to attend an LRSD magnet school.

VI. Providing an Equal Educational Opportunity.

Notwithstanding the benefits of interracial exposure, the right secured in *Brown* was not the right to sit next to a white student – it was the right to an equal educational opportunity. *Brown v. Bd. of Educ.*, 347 U.S. 483 (1954). In 1991, the Eighth Circuit identified the provisions of the 1989 Settlement Agreement from which “no retreat should be approved” by the Court. Among those provisions was the “agreed effort to eliminate the achievement disparity between the races.” See *Appeal of LRSD*, 949 F.2d 253, 256 (8th Cir. 1991). By concentrating black students in high-poverty neighborhood schools, charter schools in Pulaski County may be negatively affecting the ability of the LRSD to provide black students an equal educational opportunity.

To be clear, the LRSD believes children from all socioeconomic groups can learn and achieve at high levels if given the right environment. High-poverty schools, however, do not normally provide the positive learning environment that children need and deserve. “Mountains of research suggest that the reason high-poverty schools fail so often is that economic segregation drives failure: it congregates the children with the smallest dreams, the parents who are the most pressed, and burnt out teachers who often cannot get hired elsewhere.” Richard D. Kahlenberg, “Turnaround Schools That Work: Moving from Separate to Equal,” p. 19 (Century Foundation 2009).

VII. Impact of the Districts becoming Unitary.

The LRSD has been unitary for all practical purposes since 2002. Hearings are set on NLRSD's and PCSSD's motions for unitary status in January of 2010. Those hearings will not address the question of whether the parties, including the State, will continue to be bound by the 1989 Settlement Agreement. No party has asked the Court to modify or terminate that Agreement. Thus, even assuming NLRSD and PCSSD are declared unitary, it will have no impact on the State Board's obligation to comply with the 1989 Settlement Agreement. A finding of unitary status means the districts have in good faith complied with their individual desegregation plans and remedied to the extent practicable their *intradistrict* constitutional violations. It will not relieve the State or the districts from their *interdistrict* obligations as set forth in the 1989 Settlement Agreement.

In fact, the 1989 Settlement Agreement makes it clear that the State's obligations under the agreement continue after all three districts are unitary. The 1989 Settlement Agreement contemplated that the districts would obtain unitary status and specifically stated, "The settlement of the State's liability, while contingent on the district court's approval, is not contingent upon court approval of any District's plan or a finding of unitary status for any District." 1989 Settlement Agreement, § IV, ¶ A. Because the 1989 Settlement Agreement anticipated the districts becoming unitary, the districts' unitary status does not provide a basis for modifying the agreement. *See White v. National Football League*, \_\_\_ F.3d \_\_\_, 2009 WL 3735970 \*5 (8<sup>th</sup> Cir. 2009) ("When, as here, changed conditions have been anticipated from the inception of a consent decree, they will not provide a basis for modification . . .").

The Court found the State to be a constitutional violator for perpetuating residential

segregation. *See LRSD v. PCSSD*, 584 F.Supp. at 352-53. The 1989 Settlement Agreement should continue in force until the State proves that it has in good faith complied with its desegregation obligations and that any current residential segregation “is not traceable, in a proximate way, to the prior violation,” *Freeman v. Pitts*, 503 U.S. 467, 494 (1992). *See Jenkins v. Missouri*, 216 F.3d 720, 725 (8<sup>th</sup> Cir. 2000)( “[O]nce there has been a finding that a defendant established an unlawful dual system in the past, there is a presumption that current disparities . . . are the result of the defendant’s unconstitutional conduct.”). Other courts have recognized that, where the State is a constitutional violator, *interdistrict* relief does not end simply because the school district has remedied its *intradistrict* violations. *See United States v. Bd. of School Comm’rs of the City of Indianapolis*, 128 F.3d 507 (7<sup>th</sup> Cir. 1997). *See also Berry v. Sch. Dist. of the City of Benton Harbor*, 195 F.Supp.2d 971 (W.D. Mich. 2002).

#### VIII. The State Board May Place Conditions on Charters.

Nothing in the Charter Schools Act prevents the State Board from imposing conditions on open-enrollment charters. ADE Rules Governing Charter Schools expressly state, “The State Board may place conditions on the charters it awards.” ADE Rules Governing Charter Schools § 9.03.

There is also no federal law or regulation that prevents the State Board from imposing conditions on open-enrollment charters. This has been recognized by ADE staff. ADE staff’s evaluation of Academics Plus’ 2001-02 application stated, “A weighted lottery may be admissible (sic) under [United State Department of Education] guidelines if the recruiting process does not result in a student population that is in line with the requirements of the Desegregation Court Order.” (2001-2002 ADE App Eval, p. 1). The guidelines to which ADE

referred are LRSD Exhibit 5. As ADE stated, the guidelines authorize “weighted lotteries (lotteries that give preference to one set of students over another)” when necessary to comply with federal desegregation order. *See* LRSD Exhibit 5, p. 12.

The conditions on UCPC’s charter proposed by LRSD are intended to minimize the negative impact on the operation of the 1989 Settlement Agreement, on the LRSD’s ability to maintain a unitary school system, and on the ability of NLRSD and PCCSD to obtain unitary status. The rationale for each condition is set forth below for the State Board’s consideration.

(1) ***Student recruitment efforts must be directed toward low-achieving students.***

The Charter Schools Act requires that an open-enrollment charter “[s]pecify methods for . . . student recruitment.” Ark. Code Ann. § 6-24-306(14)(A). UCPC’s charter should specifically require UCPC to direct its recruitment efforts toward low-achieving students. UCPC should have no objection to this condition given the data presented to justify the educational need for the school. (Application, pp. 3-7). UCPC represents in its application that it “will focus recruitment efforts toward high poverty students . . . .” (Application, p. 32).

This condition is necessary to ensure UCPC actually recruits and serves low- achieving students. Academics Plus<sup>11</sup> and LISA Academy<sup>12</sup> made similar commitments but never followed through, and the State Board never took any action to enforce these commitments. Thus, this condition is necessary to put UCPC on notice that its failure to follow through on its commitment

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<sup>11</sup>In its 2001-02 application, Academics Plus promised to promote desegregation “[b]y actively targeting the recruitment of minority students in LRSD . . . .” (2001-02 Application, p. 4)

<sup>12</sup>During the hearing on its application, LISA Academy represented that it would recruit “inner city children near the downtown area” and that it would be 61 percent black. (Tr. 2003-11-10, pp. 79 and 83.

to serve low-achieving students may result in revocation of its charter.

- (2) ***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.***

It is difficult for the districts to reduce expenses to offset the loss of revenue related to the loss of students to charter schools. The loss of a small number of students from many different schools does not permit a concomitant reduction in expenses for school buildings, certified and non-certified staff and transportation. This condition will provide the districts with more timely information and improve their ability operate more efficiently. *See Berry v. Benton Harbor*, 56 F.Supp. 2d 266, 285-86 (W.D. Mich. 1999)(“BHCS shall provide weekly reports to the BHASD between the date of this order and the opening of the school year identifying by name, address, grade and prior school of enrollment all applicants and enrolled students at BHCS who reside in Benton Harbor.”).

- (3) ***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.***

The Charter Schools Act requires that an open-enrollment charter “[s]pecify enrollment criteria, and student recruitment and selection processes.” Ark. Code Ann. § 6-23-306(14)(A). UCPC’s charter should specifically require that at least 80 percent of new enrollees each year qualify for free or reduced-price meals<sup>13</sup> and/or be performing at the basic level or below on the Arkansas Benchmark Exam. Again, UCPC should have no objection to this condition given the

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<sup>13</sup>It has been suggested that discrimination based on free or reduced-price meal status may be a violation of the Equal Protection Clause of the U.S. Constitution or Constitution of Arkansas. However, the Supreme Court has repeatedly held that poverty is not a suspect classification. *See, e.g., Harris v. McRae*, 448 U.S. 297, 323 (1980)(“[T]his Court has held repeatedly that poverty, standing alone is not a suspect classification.”).

data presented to justify the educational need for the school. (Application, pp. 3-7). UCPC represents in its application that it intends to serve low-achieving, primarily black, students. The application states, “It is anticipated that 85% of UCPC’s enrollment will be minority.”

(Application, p. 15)

This condition is necessary to ensure that UCPC actually serves the population justifying the need for the school and to comply with the 1989 Settlement Agreement. In particular, it is necessary to ensure that UCPC does not become a “magnet” charter that attracts affluent, high performing students who might otherwise attend a LRSD magnet school. *See discussion* Section V, *supra*.

Nothing in the Charter Schools Act prohibits the State Board from establishing enrollment criteria based on past achievement and/or free or reduced price meal status. It is true that the Act prohibits “discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or *academic or athletic eligibility*.” Ark. Code Ann. § 6-23-306(6) (emphasis supplied). It has been suggested that the prohibition on discrimination based on “academic or athletic eligibility” prevents the use of Benchmark scores as an enrollment criteria. This suggestion ignores that both “academic” and “athletic” are used to modify “eligibility.” “Eligibility” is a term of art in education that refers to the ability of the student to participate in interschool activities. Numerous Arkansas statutes contain similar language designed to prevent schools from recruiting students to participate in interschool activities, primarily athletics but also academic activities. *See, e.g.*, Ark. Code Ann. § 6-18-204(e) (“Eligibility for participation in interschool activities by any such student shall be in accordance with regulations of the Arkansas Activities Association.”). The Arkansas Activities Association

regulates both athletic and academic competitions such as band, choir, debate and quiz bowl. See AAA 2009-10 Handbook, p. 31 and [www.ahsaa.org](http://www.ahsaa.org). If the General Assembly intended to prohibit discrimination based on academic performance, it could have done so, but it did not. Thus, Ark. Code Ann. § 6-23-306(6) does not preclude enrollment criteria based on past academic performance.

Ark. Code Ann. § 6-23-306(14)(B)(I) requires admission by random lottery “if more eligible students apply for first time admission than the open-enrollment public charter school is able to accept . . . .” This limitation only comes into play if UCPC is oversubscribed. It does limit the State Board’s ability to establish enrollment criteria which the charter school would be required to satisfy through student recruitment.

Moreover, both § 6-23-306(6)(A) and 306(14)©) provide an exception where necessary to comply with a desegregation order such as the 1989 Settlement Agreement. These exceptions were created by Act 463 of 2001. Act 463 of 2001 included the following emergency clause:

***It is found and determined by the General Assembly that current charter school enrollment requirements do not allow charter schools located in districts under court ordered desegregation to select students in a manner necessary for compliance with the court order; that desegregation efforts could be hampered; and this act is immediately necessary to facilitate compliance.***

LRSD Exhibit 6, Act 463 of 2001 (emphasis supplied). It seems clear then that Act 463 must be interpreted in a way that will “allow charter schools located in districts under court ordered desegregation to select students in a manner necessary for compliance with the court order.” As stated above, the enrollment criteria suggested for UCPC are necessary to reduce the negative impact on the 1989 Settlement Agreement by preventing UCPC from becoming a “magnet” charter for affluent, high performing students who might otherwise attend a LRSD magnet



school. *See discussion* Section V, *supra*.

- (4) ***The school must require parents to sign a “contract” agreeing that the student remain at the school for the entire school year.***

This condition is designed to prevent students from transferring during the school year, and in particular, transferring back to the LRSD to avoid being disciplined at the charter school. Mid-year school changes disrupt learning and hurt achievement. For this reason, the M-to-M Stipulation provides, “Once a student exercises his or her right to participate, the student will continue in the initially selected school for at least one full school year . . . .” M-to-M Stipulation, p. 3.<sup>14</sup> It is common for magnet schools to require parents to sign a “contract” as a condition for admission to school. KIPP schools also require parents to sign a “contract,” the KIPP Commitment to Excellence Form.

It has been suggested that requiring a student to remain at the charter school for an entire school year would violate some right of a parent or student to attend the school of their choice. While it is true that the State cannot force parents to send their children to public schools, *see Pierce v. Society of Sisters*, 268 U.S. 510 (1925), parents and students do not have a right to attend the public school of their choice. *See, e.g., Parents Involved in Community Schools v. Seattle School District*, 72 P.3d 151, 159 (Wash. 2003)(“[I]t is well established that there [is] no right under Washington law to attend a local school or the school of the student's choice.”). Arkansas has a compulsory attendance law, *see* Ark. Code Ann. § 6-18-201, and generally requires students to attend a public school in the district in which they reside. *See* Ark. Code Ann. § 6-18-202. School districts are free to establish rules for assigning students to schools

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<sup>14</sup>LRSD does allow M-to-M students one opportunity (between semesters) to return to their home school.

within their districts.

- (5) ***The school must provide counseling services as required by ADE Accreditation Standards, § 16.01 Guidance and Counseling.***

UCPC represents that it “will comply with Guidance and Counseling requirements.” See Scott Smith letter to State Board dated November 6, 2009.

- (6) ***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.***

Many Pulaski County students come from homes where one or both parents work and are not at home during the day. In such families, a parent must either miss work to stay home with the suspended student or leave the suspended student home unsupervised unless the school provides an alternative learning environment. The LRSD provides an alternative learning environment for suspended/expelled students to avoid parents having to make this Hobson’s choice and to allow suspended and expelled students to continue their education.

Upon information and belief, students subject to being suspended or expelled by charter schools have sought to avoid this Hobson’s choice by withdrawing from the charter school and enrolling in the LRSD. This condition, along with the condition requiring a student remain at UCPC for one full school year, will prevent students from withdrawing to avoid a suspension or expulsion.

- (7) ***Transportation must be provided to students who reside within LRSD and who qualify for free or reduced-meals.***

As discussed above, the lack of transportation prevents poor, mostly black students from attending charter schools and results in the further segregation of these students in high poverty,

neighborhood schools in LRSD. UCPC states in its application, “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 (sic) to use the public bus system to get to and from school.” (Application, p. 28)

Given the school’s location at 4601 S. University, it is likely all students will require transportation. However, the school’s proposed budget includes only \$88,000 for student transportation (p. 73). That is only \$126.44 per student. As noted above, the State provides \$286.00 per student for transportation as a part of foundation funding. See LRSD Exhibit 7. If UCPC could contract for transportation on the same terms and conditions as the LRSD, the cost of providing transportation for all students would be \$519,442.00 per year (assumes 11 bus routes; \$236.11 per route, per day; 200 days). This is without any special needs buses. The LRSD runs 68 special needs routes at a cost of approximately \$56,000.00 per route, per year.

UCPC’s proposed use of Central Arkansas Transit Authority (“CATA”) will not work. There is no CATA stop at UCPC’s proposed location, and CATA has refused in the past to alter routes to facilitate student transportation to a charter school. Academics Plus was on an existing bus route, but the CATA schedule for the stop made it impractical for students to use CATA for transportation to and from school and CATA refused to alter its schedule for the benefit of Academics Plus. See LRSD Exhibit 11.

It has also been suggested that an enrollment criteria based on free or reduced-price meal status violates federal regulations. 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 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).

- (8) ***Transportation must be provided as required by the IEP of special education students.***

UCPC states that it will comply with the IDEA, and the IDEA requires that transportation be provided as required by the IEP. However, other charter schools have simply posted on their website the blanket assertion that the school does not provide transportation. UCPC should be required to include in any statement about transportation the fact that it will provide transportation as required by the IEP of special education students.

- (9) ***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 an urban charter school training program such as a Building Excellent Schools Fellowship.***

It takes a 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 applicant's 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. UCPC's charter should require that it hire a CEO/School Leader who has a proven record of success in a high-poverty school or who has successfully completed an *urban* charter school training program such as a Building Excellent Schools Fellowship.

IX. Conclusion.

The LRSD objects to the approval of open-enrollment charter schools in Pulaski County as a violation of the 1989 Settlement Agreement. If the State Board wants to modify the 1989 Settlement Agreement to incorporate open-enrollment charter schools, it must seek court approval. *See, e.g.,* Docket No. 2337, p. 9-10 (“A party may not unilaterally change the implementation or language of an agreement or order without the prior approval of the Court and/or the consent of the parties.”). Even if the State Board decides not to seek court approval, the State Board should notify the Court of its proposed action and seek guidance. *See* LRSD Exhibit 1, Tr.8/18/2003, p. 59. If the State Board insists on going forward without guidance from the Court, it should acknowledge its’ “affirmative duty” to remedy its past constitutional violations, *see LRSD v. PCSSD*, 597 F.Supp. at 1228, and impose conditions on UCPC’s charter designed to minimize the negative impact on the LRSD and the operation of the 1989 Settlement Agreement.

Respectfully submitted,

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By: 

Christopher Heller

and

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51 Wingate Drive  
Little Rock, AR 72205

### CERTIFICATE OF SERVICE

I certify that on December 3, 2009, I have mailed a copy of the above Brief to the parties listed below via United States Mail and furnished them an electronic copy as well by their respective email:

Mr. Jeremy Lasiter [jeremy.lasiter@arkansas.gov](mailto:jeremy.lasiter@arkansas.gov)

Mr. Tripp Walter [tripp.walter@arkansas.gov](mailto:tripp.walter@arkansas.gov)

Office of the General Counsel  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201-1019

UCPC

c/o Mr. Scott Smith  
Executive Director-Arkansas Public School Resource Center  
1401 W. Capitol, Suite 465  
Little Rock, AR 72201  
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Mr. Scott P. Richardson  
Arkansas Attorney General's Office  
323 Center St., Suite 200  
Little Rock, AR 72201  
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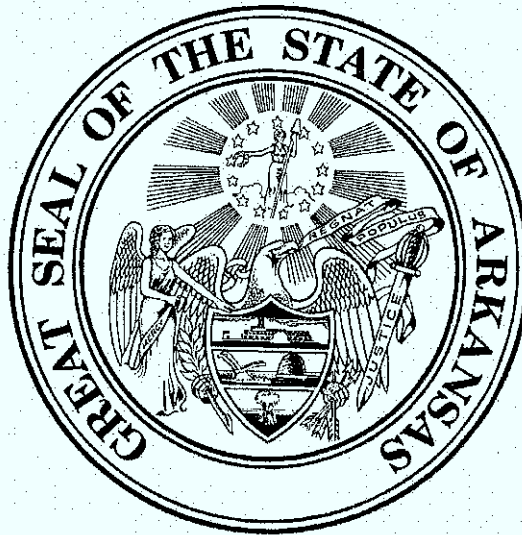
Christopher Heller



# ARKANSAS DEPARTMENT OF EDUCATION

## Open-Enrollment Public Charter School New Application

**Deadline for Submission: August 31, 2000**



**Charter School:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

**Date Approved:** \_\_\_\_\_

**Arkansas Department of Education  
Charter School Office  
#4 Four State Capitol Mall, Room 305-B 105-C  
Little Rock, AR 72201  
501.683.5313**



**Arkansas Department of Education  
Open-Enrollment Public Charter Schools  
~~Planning to Open in 2009-201~~**

June 30, 2008*	Deadline for open-enrollment letters of intent to be filed with the ADE.
August 31, 2008*	Deadline for open-enrollment applications to be filed with the ADE, <u>and superintendent of each public school district local school board, and other school boards likely to be affected by proposed charter school.</u>
September 30, 2008*	Deadline for local school board where the proposed open-enrollment public charter school will be located to submit to the State Board and the applicant, written conclusions and results of its vote to approve or disapprove the charter application.
September 30, 2008*	Deadline for local boards of school districts likely to be affected by the proposed open-enrollment public charter school to submit any written findings or statements to the SBE.
November/December 2008*	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

\*Note - All information must be received in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take under consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION

**REQUIREMENTS FOR LETTER OF INTENT**

To Apply For An **Open-Enrollment** Public School Charter

Applicants for open-enrollment public charter schools are required to send a one (1) page "**Letter of Intent to Apply for an Open-Enrollment Public School Charter**" to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on June 30, 2008 ~~2009~~** in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education  
Charter School Office  
4-State\_Four\_Capitol Mall, Room 305-B 105-C  
Little Rock, AR 72201

**Required format to be followed for the letter of intent:**

1. The letter of intent is to consist of only one (1) page;
2. Include the name of the eligible entity which intends to apply for a charter. If a not for profit, specify name on the 501 (c) (3) and 501 (c) (3) status.
3. Include the contact person's name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give a description of the eligible entity which will be proposing the charter;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school;
7. Identify the grade levels of students to be served by the open-enrollment public charter school;
8. Provide proposed student enrollment CAP for the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The contact person for the proposed open-enrollment public charter school shall sign the letter.

**A copy of the letter of intent must shall also be sent via certified mail to the superintendent ~~Board of Directors~~ of the public school district where the proposed public charter school will be located.**

**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: \_\_\_\_\_

Grade Level(s) for the School: \_\_\_\_\_ ~~Proposed Enrollment~~ Student Enrollment  
CAP: \_\_\_\_\_

Name of Sponsoring Entity: \_\_\_\_\_

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: \_\_\_\_\_

Address (no P.O. Box please): \_\_\_\_\_ City: \_\_\_\_\_ ZIP: \_\_\_\_\_

Daytime Phone Number: (\_\_\_\_) \_\_\_\_\_ FAX: \_\_\_\_\_

E-mail: \_\_\_\_\_

Charter Site Address: \_\_\_\_\_ City: \_\_\_\_\_

ZIP: \_\_\_\_\_ Date of Proposed Opening: \_\_\_\_\_

Chief Operating Officer  
of Proposed Charter: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

ZIP Code: \_\_\_\_\_ Daytime Telephone Number: \_\_\_\_\_

The proposed charter will be located in the \_\_\_\_\_ School District.

\_\_\_\_\_ (Total District Enrollment)

<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
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[illegible]

(Use additional sheets as necessary.)

## 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 pages including 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)~~ Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, WordPerfect, or Adobe Acrobat pdf file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

**All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on August 31-29, 2008.** Please make sure that applications being submitted by United States Postal Service 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  
Charter School Office  
Four 4 State Capitol Mall, Room 305-B 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, 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.**

### Application Standards:

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.
2. Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:
  - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.
  - B. The notice of 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.
  - C. The last publication date of the notice shall be no less than seven days prior to the public meeting.
  - 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 and school board members 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 and school board members of any district that is contiguous to the district in which the open-enrollment public charter school will be located.  
*(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district 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.



4. Give the mission statement for the proposed open-enrollment public charter school.
5. Describe the educational need for the school.
6. Describe the educational program to be offered by the open-enrollment public charter school.
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.
8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum 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.
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.*)
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 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).
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.
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.
14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted.



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.
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 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 public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the 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.

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

**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)

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): \_\_\_\_\_

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:

\_\_\_\_\_  
\_\_\_\_\_

Premises:

\_\_\_\_\_  
address

\_\_\_\_\_  
square footage

Terms of Lease:

\_\_\_\_\_

Rental Amount:

\_\_\_\_\_

Contingency:

The terms of this agreement are contingent upon

\_\_\_\_\_(sponsoring entity)  
receiving a charter to operate an open-enrollment public  
charter school from the State Board of Education  
by August of 2008 \_\_\_\_\_.

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 \_\_\_\_\_

Date \_\_\_\_\_

Lessor:

\_\_\_\_\_

By \_\_\_\_\_

Date \_\_\_\_\_

## Charter School Budget Information

The Budget Template has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the Open-Enrollment Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget Template is to be used as an estimate of the Revenues and Expenditures associated with the operation of the Open-Enrollment Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget Template:

The "Number of Students" is the number of students expected to be enrolled in the open-enrollment public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon average daily membership. ~~On top of the foundation funding amount, which was the amount determined necessary to provide all students with an adequate education, public schools also receive "enhancement funding," which allows the state to fund education at an amount above what is required for adequacy. This amount will change each fiscal year. It is calculated in July. For further clarification of student funding please refer to Arkansas Code Annotated § 6-20-2305.~~

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE's position at 1.00 and 3 part-time FTE's positions at .50 employees: the 5.00 FTE's position equal a total of 5.00 FTE's positions, the 3 part-time .50 FTE's positions equal a total of 1.50 FTE's positions, for a grand total of 6.50 FTE's positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

**Public Charter School Application**  
**Estimated Budget Worksheet / Template**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
	No. of Students ( ) x <u>\$5,905,006,023.00</u> State Foundation		
2	Funding		
3	No. of Students ( ) x <u>\$35.00</u> Enhancement Funding		
4	No. of Students ( ) x <u>\$41.33</u> Professional Development		
5	No. of Students ( ) x eligible rate* NSLA Funding		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other ( <i>Specifically Describe</i> )		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	<b>TOTAL REVENUES</b>		\$0.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: ( <i>No. of Positions</i> )		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other ( <i>Describe</i> )		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: ( <i>No. of Positions</i> )		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other ( <i>Describe</i> )		\$0.00

\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals.  
Below seventy percent (70%): \$496.00 per student; between seventy and ninety percent (70-90%): \$992.00 per student; and ninety percent and above (90%): \$1,488.00 per student.

34 (Budget Continued)

35 Special Education:

36 Salaries: (No. of Positions\_\_\_\_)

37 Fringe Benefits

38 Purchased Services

39 Supplies and Materials

40 Equipment

41 Other (Describe)

\$0.00

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

55 Supplies and Materials

56 Equipment

57 Other (Describe)

\$0.00

58  
59 Guidance Services:

60 Salaries: (No. of Positions\_\_\_\_)

61 Fringe Benefits

62 Purchased Services

63 Supplies and Materials

64 Equipment

65 Other (Describe)

\$0.00

66  
67 Health Services:

68 Salaries: (No. of Positions\_\_\_\_)

69 Fringe Benefits

70 Purchased Services

71 Supplies and Materials

72 Equipment

73 Other (Describe)

\$0.00

74 (Budget Continued)

75 Media Services:

76 Salaries: (No. of Positions\_\_\_\_)

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\_\_\_\_)

85 Fringe Benefits

86 Purchased Services

87 Supplies and Materials

88 Equipment

89 Other (Describe)

\$0.00

90  
91 Maintenance and Operation:

92 Salaries: (No. of Positions\_\_\_\_)

93 Fringe Benefits

94 Purchased Services

95 (include utilities)

96 Supplies and Materials

97 Equipment

98 Other (Describe)

\$0.00

99  
100 Pupil Transportation:

101 Salaries: (No. of Positions\_\_\_\_)

102 Fringe Benefits

103 Purchased Services

104 Supplies and Materials

105 Equipment

106 Other (Describe)

\$0.00

107  
108 Food Services:

109 Salaries: (No. of Positions\_\_\_\_)

110 Fringe Benefits

111 Purchased Services

112 Supplies and Materials

113 Equipment

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____)	_____	
126	Fringe Benefits	_____	\$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
132	Utilities (contract for one total year including facility upgrades)	_____	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	_____	
135	Content Insurance	_____	\$0.00
136			
137	Debt Expenditures:	_____	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	<b>TOTAL EXPENDITURES</b>		<b>\$0.00</b>

## 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, 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.

\_\_\_\_\_  
Signature of Chief Operating Officer of the School

Date: \_\_\_\_\_

\_\_\_\_\_  
Print or type name

## **Open-Enrollment Public Charter School 2008-2009 Application Checklist**

- ☐ Submit one (1) page letter of intent by certified mail, following the letter of intent guidelines to ADE Charter School Office. Letter of intent must be received by the Charter School Office no later than 4:00 p.m, June 30, ~~2008-2009~~.
- ☐ Submit copy of letter of intent to superintendent of local district by certified mail. Letter of intent must be received by the local district no later than 4:00 p.m, June 30, ~~2008-2009~~. Provide verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office. Documentation shall be included in the charter school application.
- ☐ Publish the notice of public hearing following these requirements
  - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.
  - B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point type and shall be no less than two by four inches or four by two inches in size.
  - C. The last publication of notice shall be no less than seven days prior to the public meeting.
  - 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 superintendents ~~and school board members~~ 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 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.  
(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

**Documentation that these requirements have been met must be included in the charter school application.**

- ☐ Conduct the public hearing; include results of the public hearing in the charter school application.
- ☐ Additional check points for the charter application

- ◆ Responses to section D of the application, including attachments, cannot exceed 60 pages
  - ◆ Sections A and B of the application form are completed
  - ◆ Facilities utilization agreement must be included along with lease agreement (Form Exhibit B)
  - ◆ Copy of proposed budget must be included
  - ◆ Copy of the proposed school calendar must be included
  - ◆ Copy of the proposed daily schedule must be included
  - ◆ Copy of proposed salary schedule must be included
  - ◆ Documentation of status as eligible entity must be included
  - ◆ Evidence of parental and community support
  - ◆ Signed statement of assurance page must be included
- ☐ Submit final copies of the charter school application to ADE Charter School Office as follows:
- 1 original copy with original signatures (unbound)
  - 12 6 copies of the original (bound/stapled, no notebooks)
  - 1 cd copy in either Microsoft Word ~~WordPerfect~~, or Adobe Acrobat pdf (labeled)
- ☐ Submit final copy of the charter school application to the ~~local school board by date certified mail~~ attention of the superintendent of the public school district where the open-enrollment public charter school will be located by August 31. – provide Include verification in the form of certified mail receipt and a copy of the letter to ~~ADE Charter School Office as attachment in the charter school application~~ (can be included in application's attachments).
- ☐ Submit copies of charter school application to the superintendent school board of all school districts to be affected by the proposed charter school by certified mail ~~to the attention of the superintendent by August 31. Include – provide~~ verification in the form of certified mail receipts and a copy of the letter to ~~ADE Charter School Office as attachment in the charter school application~~ (can be included in application's attachments) application.
- ☐ If the local school board denies the application for an open-enrollment public charter school and the applicant intends to appeal the decision, a letter of appeal by certified mail must be submitted to the ADE Charter School Office within ten (10) days of receiving official notification of the local board's decision.

**It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an open-enrollment public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.**



## LEASE AGREEMENT

This Agreement, made this \_\_\_\_\_ day of \_\_\_\_\_, between \_\_\_\_\_, whose address is \_\_\_\_\_ (the Lessor) and \_\_\_\_\_, whose address is \_\_\_\_\_, (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 \_\_\_\_\_ 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 \_\_\_\_\_, and shall extend for a term of \_\_\_\_\_ [years] [months], ending at midnight on \_\_\_\_\_. [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 \$ \_\_\_\_\_, payable in \_\_\_\_\_ equal [monthly] installments of \$ \_\_\_\_\_ each, to be paid in advance on the first day of \_\_\_\_\_, 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 \_\_\_\_\_ 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 \_\_\_\_\_ 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 \_\_\_\_\_. 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 \_\_\_\_\_. 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):

[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 \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
Lessor

\_\_\_\_\_  
[Wife Spouse of 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 \_\_\_\_\_, County of  
\_\_\_\_\_, State of Arkansas:

# 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:

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 Pending/ Approved

### 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 type="checkbox"/>

Strengths	Reference
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 of the results of the public hearing;
- 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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### ***STANDARD 4 OF APPLICATION: MISSION STATEMENT***

The Mission Statement section should be meaningful and 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 type="checkbox"/>

Strengths	Reference
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, and
- ~~Valid and reliable data that substantiates the educational need for the school;~~
- ~~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 type="checkbox"/>

Strengths	Reference
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
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; 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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### ***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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference



### ***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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	

## ***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;
- A food service 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 type="checkbox"/>

Strengths	Reference
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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### ***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; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.;

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### ***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 type="checkbox"/>

StrengthsLegal Comments	Reference
Concerns and Additional Questions	Reference

## ***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 type="checkbox"/>

<b><u>Strengths Legal Comments</u></b>	<b>Reference</b>
<b>Concerns and Additional Questions</b>	<b>Reference</b>

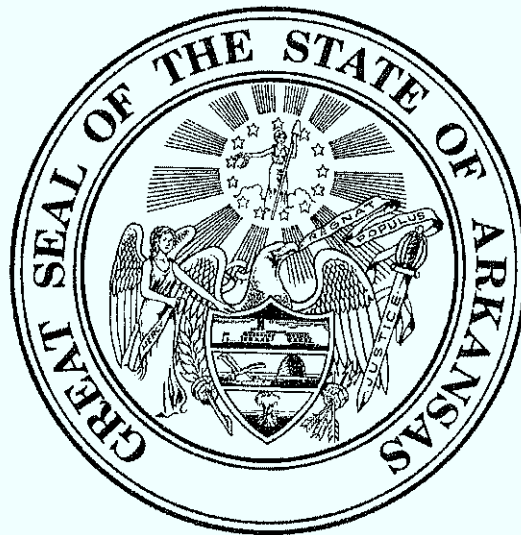
### ***ADDITIONAL COMMENTS:***



# ARKANSAS DEPARTMENT OF EDUCATION

## District Conversion Public Charter School New Application

**Deadline for Submission: October 31, 2009**



**Charter School:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

**Date Approved:** \_\_\_\_\_

**Arkansas Department of Education**  
Charter School Office  
**Four #4 State Capitol Mall, Room 105-C 305-B**  
Little Rock, AR 72201  
501.683.5313

**Arkansas Department of Education  
District Conversion Public Charter Schools  
Planning to Open in 20-2011**

- |                        |   |
|------------------------|---|
| August 31, 2008*       | Deadline for conversion and limited-charter letters of intent to be filed with the ADE.   |
| October 31, 2008*      | Deadline for conversion and limited charter applications to be submitted with letter of support from the school board to the ADE. |
| January/February 2009* | Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)                            |

| \*Note - All information must be **received** (not postmarked) in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take into consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.



STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION

**REQUIREMENTS FOR LETTER OF INTENT**

**To Apply For A District Conversion Public School Charter**

Applicants for district conversion public charter schools are required to send a one (1) page "**Letter of Intent to Apply for a Conversion District Public School Charter**" to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on August 31, 2008** in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education  
Charter School Office  
Four ~~4~~ State Capitol Mall, Room 105-C ~~305-B~~  
Little Rock, AR 72201

**Required format to be followed for the letter of intent:**

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person's name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed district conversion charter school;
6. Describe the location of the proposed district conversion charter school;
7. Identify the grade levels of students to be served by the district conversion public charter school;
8. Provide proposed student enrollment CAP for district conversion public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

**The superintendent of the school district for the proposed conversion public charter school should sign the letter.**

**STATE BOARD OF EDUCATION  
ARKANSAS DEPARTMENT OF EDUCATION  
APPLICATION FOR A CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION (Please type.)**

Name of Proposed Charter School: \_\_\_\_\_

Grade Level(s) for the School: \_\_\_\_\_ Student Enrollment CAP Proposed  
Enrollment: \_\_\_\_\_

Name of School District: \_\_\_\_\_

Name of Contact Person: \_\_\_\_\_

Address (no P.O. Box please): \_\_\_\_\_ City: \_\_\_\_\_ ZIP: \_\_\_\_\_

Daytime Phone Number: (\_\_\_\_) \_\_\_\_\_ FAX: \_\_\_\_\_

E-mail: \_\_\_\_\_

Charter Site Address: \_\_\_\_\_

City: \_\_\_\_\_ ZIP Code: \_\_\_\_\_

Date of Proposed Opening: \_\_\_\_\_

Name of Superintendent: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ FAX: \_\_\_\_\_

E-mail: \_\_\_\_\_

## B. GENERAL DESCRIPTION

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

[illegible]

## 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 plus any attachments used to support those responses **cannot exceed 30 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 pages and applicants' attachments should be numbered and attachments 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 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. Proposed budget using template provided (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (required)
8. 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 OR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: ~~Six (6)~~ Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, WordPerfect, or Adobe Acrobat pdf file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

**All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31, 2008.** Please make sure that applications being submitted by United States Postal Service 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  
Charter School Office  
Four #4 State Capitol Mall, Room 305-B 105-C  
Little Rock, AR 72201

#### D. REQUIRED INFORMATION

The applicant for the proposed conversion public 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 30 pages**.

##### Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that 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.
2. Give the mission statement of the proposed district conversion public charter school.
3. Describe the educational need for the school.
4. Describe the educational program to be offered by the district conversion public charter school.
5. 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.
6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.
7. Describe the enrollment criteria and the student selection process. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the district conversion 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). Please take under consideration that only students who are enrolled in a public school at the time it is converted into a public charter school may be exempted from the lottery.

8. 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.
9. Describe the manner in which the school will make provisions for the following student services:
  - (A) Guidance Program
  - (B) Health Services
  - (C) Media Center
  - (D) Transportation
  - (E) Food Services
  - (F) Special Education
  - (G) Alternative Education
  - (H) Gifted and Talented Program

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

10. 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.
11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.

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.

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the *Standards for Rules* as allowed, established by the State Board that the district conversion 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.**
13. Describe the potential impact of the proposed district conversion public charter school 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.
14. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

**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)
- Proposed budget using template as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of parental and community support (required)
- Signed Statement of Assurances Form (required)



## **Charter School Budget Information**

The Budget Template has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the District Conversion Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget Template is to be used as an estimate of the Revenues and Expenditures associated with the operation of the District Conversion Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget Template:

The "Number of Students" is the number of students expected to be enrolled in the district conversion public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon daily membership. On top of the foundation funding amount, which was the amount determined necessary to provide all students with an adequate education public schools also receive "enhancement funding," which allows the state to fund education at an amount above what is required for adequacy. This amount will change each fiscal year. It is calculated in July. For further clarification of student funding please refer to Arkansas Code Annotated § 6-20-2305.

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE's position at 1.00 and 3 part-time FTE's positions at .50 employees: the 5.00 FTE's position equal a total of 5.00 FTE's positions, the 3 part-time .50 FTE's positions equal a total of 1.50 FTE's positions, for a grand total of 6.50 FTE's positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

**Public Charter School Application**  
**Estimated 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 ( ) x \$6,023.00 State Foundation Funding		
3	No. of Students ( ) x \$35.00 Enhancement Funding		
4	No. of Students ( ) x \$41.33 Professional Development		
5	No. of Students ( ) x eligible rate* NSLA Funding		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	<b>TOTAL REVENUES</b>		<b>\$0.00</b>

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions )		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (Describe)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions )		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (Describe)		\$0.00

*\*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$496.00 per student; between seventy and ninety percent (70-90%): \$992.00 per student; and ninety percent and above (90%): \$1,488.00 per student.*

34 (Budget Continued)

35 Special Education:

36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00

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	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00

58

59 Guidance Services:

60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00

66

67 Health Services:

68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

74 (Budget Continued)

75 Media Services:

76	Salaries: (No. of Positions____)	_____	
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____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00

90

91 Maintenance and Operation:

92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00

99

100 Pupil Transportation:

101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00

107

108 Food Services:

109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
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\_\_\_\_)

126 Fringe Benefits

\$0.00

127

## 128 If Applicable: Facilities

129 Lease/Purchase (contract for one total  
year including facility upgrades)

130 Please list upgrades:

131

132 If Applicable: Utilities (contract for one total  
year including facility upgrades)133 If Applicable: Insurance (contract for one  
total year including facility upgrades):

134 If Applicable: Property Insurance

135 If Applicable: Content Insurance

\$0.00

136

137 Debt Expenditures:

\$0.00

138 Other Expenditures:

139 (Describe)

\$0.00

140

141 **TOTAL EXPENDITURES**

\$0.00

## **DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES**

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion 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, although 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 district conversion 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. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion 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 so waived by the approved charter.
6. The proposed district conversion 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 the school district is covered.
7. The proposed district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion 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.
11. 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.

\_\_\_\_\_  
Signature of Superintendent of School District

Date: \_\_\_\_\_

\_\_\_\_\_  
Print or type name



## **District Conversion Public Charter School 2008-Application Checklist**

- ☐ Submit one (1) page letter of intent, following the letter of intent guidelines, to ADE Charter School Office by certified mail: Deadline August 31, 2008.
- ☐ Publish the notice of public hearing following these requirements
  - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.
  - B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point type and shall be no less than two by four inches or four by two inches in size.
  - C. The last publication of notice shall be no less than seven days prior to the public meeting.
  - D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the public 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.

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

**Documentation that these requirements have been met must be included in the charter school application.**

- ☐ Conduct the public hearing; include results of the public hearing in the charter school application.
- ☐ Additional check points for the charter application
  - ◆ Responses to section D of the application, including attachments, cannot exceed 30 pages
  - ◆ Sections A and B of the application form are completed
  - ◆ Copy of proposed budget must be included
  - ◆ Copy of the proposed school calendar must be included
  - ◆ Copy of the proposed daily schedule must be included

- ◆ Copy of proposed salary schedule must be included
- ◆ Evidence of parental and community support must be included
- ◆ Signed statement of assurance page must be included

☐ Submit final copies of the charter school application to ADE Charter School Office as follows:

- 1 original copy with original signatures (unbound)
- 126 copies of the original (bound/stapled, no notebooks)
- 1 CD copy in either Microsoft Word ~~WordPerfect~~, or Adobe Acrobat pdf (labeled)

**It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an district conversion public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.**

# 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

## District Conversion Public Charter School Application Evaluation

### EVALUATION RUBRIC

Name of Proposed School:

Sponsoring School District:

#### 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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

## Part 2: REQUIRED INFORMATION

### ***STANDARDS 1 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
- A thorough description of the results of the public hearing.
- ~~▪ 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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### ***STANDARD 2 OF APPLICATION: MISSION STATEMENT***

The Mission Statement section should be meaningful and 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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### ***STANDARD 3 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 clear description of a plan for school improvement that addresses how the conversion public charter school will improve student learning and meet state education goals; and
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population. Valid and reliable data that substantiates the educational needs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### ***STANDARD 4 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;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; 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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### ***STANDARD 5 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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### ***STANDARD 6 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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference



## ***STANDARD 7 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. Please take under consideration that only students who are enrolled in a public school at the time it is converted into a public charter school may be exempted from the lottery.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

## ***STANDARD 8 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 to which ~~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 type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

### ***STANDARD 9 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;
- A food service 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 type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

### ***STANDARD 10 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 type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

## ***STANDARD 11 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; and
  - 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 type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>
<b>Concerns and Additional Questions</b>	<b>Reference</b>
<b>Facilities Review Report</b>	

### ***STANDARD 12 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.

<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 type="checkbox"/>

<b><u>Strengths Legal Comments</u></b>	<b>Reference</b>
<b><u>Concerns and Additional Questions</u></b>	<b>Reference</b>

### ***STANDARD 13 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 type="checkbox"/>

<b><u>Strengths Legal Comments</u></b>	<b>Reference</b>
<b><u>Concerns and Additional Questions</u></b>	<b>Reference</b>

### ***STANDARD 14 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 A plan to involve parents and guardians of students to be enrolled in the school, as well as certified employees and the broader community, in the process of carrying out the terms of the charter, and
- A description of how certified employees and parents of students will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria :

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

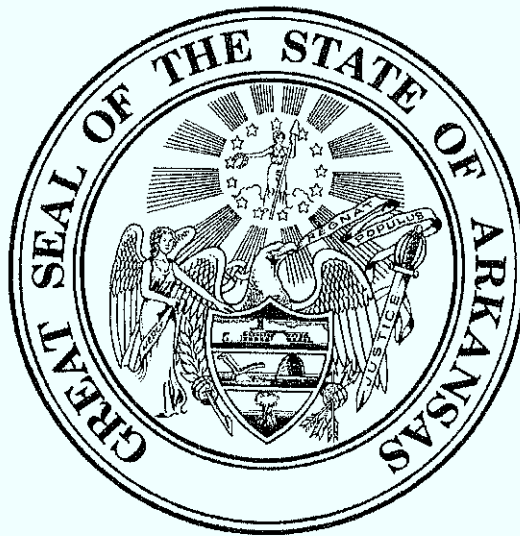
#### ***ADDITIONAL COMMENTS:***



# ARKANSAS DEPARTMENT OF EDUCATION

## Limited District Conversion Public Charter School New Application

Deadline for Submission: October 31, 2009



Charter School: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Date Approved: \_\_\_\_\_

Arkansas Department of Education  
Charter School Office  
4-State Four Capitol Mall, Room 305-B 105-C  
Little Rock, AR 72201  
501.683.5313

**Arkansas Department of Education  
Limited District Conversion Public Charter Schools  
~~Planning to Open in 2010-2011~~**

August 31	Deadline for <del>conversion and</del> limited district conversion charter letters of intent to be filed with the ADE.
October 31	Deadline for <del>conversion and</del> limited district conversion charter applications to be submitted with letter of support from the school board to the ADE.
January/February	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

\*Note - All information must be **received** (not postmarked) in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take under consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.



STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION

**REQUIREMENTS FOR LETTER OF INTENT**

**To Apply For A Limited District Conversion Public School Charter**

Applicants for limited district conversion public charter schools are required to send a one (1) page "**Letter of Intent to Apply for a Limited Conversion District Public School Charter**" to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on August 31, 2009** in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education  
Charter School Office  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201

**Required format to be followed for the letter of intent:**

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person's name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed district conversion charter school;
6. Describe the location of the proposed district conversion charter school;
7. Identify the grade levels of students to be served by the district conversion charter school;
8. Provide proposed student enrollment CAP for district conversion public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

**The superintendent of the school district for the proposed conversion public charter school should sign the letter.**

**STATE BOARD OF EDUCATION  
ARKANSAS DEPARTMENT OF EDUCATION  
APPLICATION FOR A  
LIMITED CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION (Please type.)**

Name of Proposed Charter School: \_\_\_\_\_

| Grade Level(s) for the School: \_\_\_\_\_ Student Enrollment CAP: \_\_\_\_\_

Name of School District: \_\_\_\_\_

Name of Contact Person: \_\_\_\_\_

Address (no P.O. Box please): \_\_\_\_\_ City: \_\_\_\_\_ ZIP: \_\_\_\_\_

Daytime Phone Number: (\_\_\_\_) \_\_\_\_\_ FAX: \_\_\_\_\_

E-mail: \_\_\_\_\_

Charter Site Address: \_\_\_\_\_

City: \_\_\_\_\_ ZIP Code: \_\_\_\_\_

Date of Proposed Opening: \_\_\_\_\_

Name of Superintendent: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ FAX: \_\_\_\_\_

E-mail: \_\_\_\_\_

## B. GENERAL DESCRIPTION

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

[illegible]

### 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 plus any attachments used to support those responses **cannot exceed 30 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 applicants' pages and attachments should be numbered and attachments 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 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. Letter from the local school district board president that documents that the application for the limited charter was reviewed and approved at a regular school board meeting
4. Applicant's attachments (if any) supporting narrative responses
5. A copy of the school's calendar and daily schedule (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (required)
8. 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 OR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word or Adobe Acrobat pdf file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

**All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31, 2009.** Please make sure that applications being submitted by United States Postal Service 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  
Charter School Office  
Four Capitol Mall, Room 105-C

## D. REQUIRED INFORMATION

The applicant for the proposed limited charter, if approved by the local board and the State Board of Education, agrees to operate a school alternative comprehensive staffing and compensation program designed to enhance student and teacher performance and improve employee salaries, opportunities and incentives in accordance with the provisions described within this document, Act 1311 of 2001, the State Board of Education Rules and Regulations Governing Limited Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed limited charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 30 pages** as per the instructions in section C of this form.

### Application Standards:

1. Describe a plan for school improvement that addresses how the limited district conversion public charter school will improve student learning and meet state education goals.
2. List the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' five (5) year period.
3. Describe the performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited district conversion charter in improving student learning and meeting or exceeding the state education goals.
4. Describe how the certified employees will be involved in developing and implementing the school improvement plan and in identifying performance criteria.
5. Describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.
6. Describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel. Specifically the qualifications and compensation for each position. Identify the number of administrative positions, teaching positions, and support positions.
7. Describe the admission, enrollment criteria and the student selection processes. 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 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). Please take under consideration that only students who are enrolled in a public school at the time it is converted into a public charter school may be exempted from the lottery.

8. Provide proof of support for the school by the local school board and the community.
9. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the *Standards for Rules* as allowed, established by the State Board that the limited public charter school seeks to be exempted from, as allowable by Arkansas Code Annotated §6-23-601. 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.**
10. Describe the potential impact of the proposed limited district conversion public charter school 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.

**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)
- Proposed salary schedule for both administrative and teaching positions (required)
- Signed Statement of Assurances Form (required)

## **LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES**

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed limited 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, although 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 limited 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. Any educator employed by a school district before the effective date of a charter for a limited charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed limited 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 so waived by the approved charter.
6. The proposed limited 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 the school district is covered.
7. The proposed limited 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.



8. The employees and volunteers of the limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed limited 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.
11. 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.

\_\_\_\_\_  
Signature of Superintendent of School District

Date: \_\_\_\_\_

\_\_\_\_\_  
Print or type name

**Limited District Conversion Public Charter School**  
**2009 Application Checklist**

- ☐ Submit one (1) page letter of intent, following the letter of intent guidelines, to ADE Charter School Office by certified mail: Deadline August 31.
- ☐ Check points for the charter application
  - ◆ Responses to section D of the application, including attachments, cannot exceed 30 pages
  - ◆ Sections A and B of the application form are completed
  - ◆ Copy of the proposed school calendar must be included
  - ◆ Copy of the proposed daily schedule must be included
  - ◆ Copy of proposed salary schedule must be included
  - ◆ Signed statement of assurance page must be included
- ☐ Submit final copies of the charter school application to ADE Charter School Office as follows:
  - 1 original copy with original signatures (unbound)
  - 12 copies of the original (one sided bound/stapled, no notebooks)
  - 1 CD copy in either Microsoft Word or Adobe Acrobat pdf

**It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an district conversion public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.**

# 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><u>Meets the Standard:</u></b>           | <u>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.</u> |
| <b><u>Partially Meets the Standard:</u></b> | <u>The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.</u>   |
| <b><u>Does Not Meet the Standard:</u></b>   | <u>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.</u>   |

# Arkansas Department of Education

## Limited Public Charter School Application Evaluation

### EVALUATION RUBRIC

Name of Proposed School:

Sponsoring School District:

#### **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.

<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 type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>
<b>Concerns and Additional Questions</b>	<b>Reference</b>

## **Part 2: REQUIRED INFORMATION**

### **STANDARDS 1 OF APPLICATION: STUDENT LEARNING IMPROVEMENT PLAN**

This section should describe a complete plan for school improvement that addresses how the limited district conversion public charter school will improve student learning and meet state education goals.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A thorough description of a plan for school improvement;
- A narrative of how the school will improve student learning;
- A description of how the school will meet the state education goals; and
- Describe a clear organizational pattern of the school in terms of length of school day and year, daily schedule, and organizational method of teacher/student interaction, which meets the minimum state requirements for daily instruction.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### **STANDARD 2 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS**

This section should list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' five (5) year period.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- List specific measurable goals to be achieved by students in Reading, Reading Comprehension, Math and Mathematics Reasoning;
- Explain how goals will be clear, measurable and data-driven; and
- Describe any additional 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 type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### **STANDARD 3 OF APPLICATION: PERFORMANCE CRITERIA**

This section should describe the performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited district conversion charter in improving student learning and meeting or exceeding the state education goals.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Describe performance criteria that will be used during the initial five year period;
- Explain what methods will be used to measure the progress of students;
- Provide information on how students will be monitored using state education goals each year;
- Explain how students will be provided instruction based on these results.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### **STANDARD 4 OF APPLICATION: CERTIFIED EMPLOYEES**

This section should describe how the certified employees will be involved in developing and implementing the school improvement plan and in identifying performance criteria.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Describe how the certified staff will be involved in the development and implementation of the school improvement plan in offering educational options for students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

### **STANDARD 5 OF APPLICATION: TEACHER PERFORMANCE**

This section should describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Describe specific Professional Growth strategies to enhance teacher performance, such as those provided in Staff Development, via consultants, conferences, college classes, etc. which explains how the instructional strategies and curriculum will be provided in a different manner for students;
- Provide a plan for enhancing and improving employees salaries and how that enhancement will be determined for each employee; and
- Provide additional information regarding professional opportunity offerings to enhance teacher performance.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

### **STANDARD 6 OF APPLICATION: STAFFING**

This section should describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel. Specifically the qualifications and compensation for each position. Identify the number of administrative positions, teaching positions, and support positions.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- List all positions planned for the school;
- Provide a job description for instructional personnel, administrative positions, and support staff;
- Outline the professional qualifications required for administrators, teachers, counselors, special education, etc.;
- Describe the staffing plan that clearly outlines both the type and number of positions to be filled at the school; and
- Provide a salary schedule for all positions including merit pay, bonuses, incentive, etc.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference



### **STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA**

This section should describe the admission, enrollment criteria and the student selection processes.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- The school's student recruitment plan that will provide equal access of information regarding the school and the application process;
- The school's enrollment and admission policy 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. Please take under consideration that only students who are enrolled in a public school at the time it is converted into a public charter school may be exempted from the lottery.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

### **STANDARD 8 OF APPLICATION: SUPPORT**

This section should provide proof of support for the school by the local school board and the community.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Describe the results of all meetings conducted to provide information to the public and school personnel;
- Provide documentation of notices distributed to the community, certified personnel, and parents of all students enrolled at the public school for which the district initiated the application; and
- Provide proof of participation and support from the local school board and the community, including dated sign-in sheets and letters of support.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

### **STANDARD 9 OF APPLICATION: WAIVERS**

This section should list the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the Standards for Rules as allowed, established by the State Board that the limited public charter school seeks to be exempted from, as allowable by Arkansas Code Annotated §6-23-601. 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.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- List the waivers requested of standards for accreditation and Arkansas Education Code as allowed under Arkansas Code Annotated §6-23-601;
- Provide compelling and persuasive reasons for the waivers and why they are necessary for the proposed program; and
- Explain how the waivers will be utilized to develop the goals and objectives of the school.

Legal Comments	Reference
Concerns and Additional Questions	Reference

### **STANDARD 10 OF APPLICATION: DESEGREGATION**

This section should describe the potential impact of the proposed limited district conversion public charter school on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Provide assurance document that states 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
- Provide an outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Legal Comments	Reference
Concerns and Additional Questions	Reference

### **ADDITIONAL COMMENTS:**

*"We Make A Difference  
For All Kids"*



*"Together We Can"*

# CABOT PUBLIC SCHOOLS

ACADEMIC CENTER OF EXCELLENCE

1 CITY PLAZA, SUITE C • CABOT, AR 72023 • (501) 743-3520

Michele Evans • Principal

November 23, 2009

Dr. Mary Ann Brown  
Arkansas Department of Education  
Charter School Office  
4 State Capitol Mall  
Little Rock, AR 72201

Dear Dr. Brown,

The Academic Center of Excellence (A.C.E.), Cabot's Conversion Charter School, has enjoyed a rich and proud tradition of providing at-risk students with a specialized education to meet their unique needs while preparing them for future success.

A.C.E. opened in the fall of 2004 with approximately 40 students in grades 7-12. A.C.E. quickly grew to over 150 students and needed a new facility. When we renewed our charter in May of 2007, we expanded our grade levels to add 5<sup>th</sup> and 6<sup>th</sup> grades, but requested a move to another building as well.

Fortunately, we are at capacity again. A.C.E. is asking to make the following amendment to our current charter:

- Relocation of the Academic Center of Excellence to 21 Fantastic Drive

Sincerely,

*Michele Evans*

Principal

RECEIVED  
NOV 24 2009

CHARTER SCHOOL OFFICE



### **Amendment : Relocation of building**

With the full support of our local school board and central office administration, A.C.E. has an opportunity to move to a much bigger facility. They are committed to investing in our students by providing a facility with the latest technology where we can better meet the needs of our at-risk population. Currently, we are housed in two separate locations. We are leasing the building located at #1 City Plaza. By purchasing the property at 21 Funtastic Drive, we could expand our offerings for grades 7-12. We would like to be able to start there as early as Spring 2010.



# CABOT PUBLIC SCHOOLS

602 NORTH LINCOLN STREET • CABOT, ARKANSAS 72023 • (501) 843-3363

November 24, 2009

The Cabot Board of Education approved the proposed amendment to the Academic Center of Excellence Conversion Charter School during the November 15, 2009 board meeting.

Do not hesitate to contact me if further documentation is necessary.

Sincerely,

Dr. Tony Thurman, Superintendent

# Memo

To: Board of Education  
From: Dr. Tony Thurman  
Date: 11/24/2009  
Re: Monthly Meeting on Thursday, November 12, 2009 beginning at 5:00 P.M.

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## Agenda:

- I. CONSENT AGENDA:
  - A. Minutes
  - B. Financial Report
- II. RECOGNITION:
  - C. Home Health Initiative Healthy Poster Contest Winners
  - D. Dan Wacker and Lance Schichtl – Archery Grant
  - E. Panthers 7A State Golf Champions
  - F. ACTAA 2009 Service Award
- III. SUPERINTENDENT'S REPORT:
  - G. Buildings and Grounds
  - H. Region 8 ASBA Meeting
  - I. H1N1/Seasonal Flu Clinics
  - J. Kagan Administration Training
  - K. School Board Work Session – December 7
  - L. November 09 Free/Reduced Lunch Percentages
- IV. ACTION:
  - M. Legal Transfers (5)
  - N. Certified Salary Addendum
  - O. Classified Salary Addendum
  - P. Property Purchase(s)
  - Q. Property Closing Designee
  - R. Charter School Amendment
  - S. Contract Disclosure
  - T. District Banking Services
  - U. Education Foundation Board Designee
- V. EXECUTIVE SESSION

# MEMO

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ARKANSAS  
DEPARTMENT  
OF EDUCATION

DATE: December 2, 2009

TO: Commissioner of Education , State Board of Education Members

FROM: Charter Schools Office

SUBJECT: Cabot ACE

Attached please find the facilities review report by Terry Granderson, regarding the facilities amendment for Cabot ACE.





# ARKANSAS DEPARTMENT OF EDUCATION

## CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # \_\_\_\_\_ School Name: Cabot Academic Center for Excellence Date 12/2/2009

Address New Site #21 Funtastic Dr., Cabot, AR Phone \_\_\_\_\_

Director Michele Evans, Principal E-Mail \_\_\_\_\_

School Contact (Name/Position) Tina Kimbrell Phone 501-843-3363

Facility is: \_\_\_\_\_ Proposed \_\_\_\_\_ Existing \_\_\_\_\_ New Construction \_\_\_\_\_ X Remodel

### 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 # Cabot Academic Center for Excellence 2. Grade Configuration 7-12

3. Facility Built Date (including additions): \_\_\_\_\_ 4. Walk-thru of facility conducted: YES

5. Items Checked:

<u>X</u> HVAC System	_____ Roofs
<u>X</u> Exit Lights	<u>X</u> Plumbing/ ADA Compliance
<u>X</u> Hot Water Boilers & Heaters	<u>X</u> Electrical System
<u>X</u> Doors/Windows	_____ Interior / Exterior Lighting
<u>X</u> Emergency Lighting	_____ Floor Coverings
_____ Grounds Maintenance	_____ Fire Extinguishers
_____ Kitchen Equipment	<u>X</u> Fire Alarm
_____ Playground Equip.	<u>N/A</u> Stairwells
<u>X</u> Fire Sprinkler Systems	_____ Athletic Field Maintenance
<u>N/A</u> Elevators & Wheelchair Lifts	_____ Kitchen Hood Vent Suppression System
_____ Interior / Exterior Finishes	_____ Masonry & Concrete Building Exteriors
_____ Sidewalks, Driveways, Parking Areas, & Paved Play Areas	
<u>X</u> Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas	
<u>X</u> Food Service	To be prepared on-site

6. Building Comments: This is a relatively new building that is being converted from a pizza/family  
entertainment center to the charter school. It is being remodeled to meet the school's requirements  
as well as being brought up to code. The facility currently has a fire alarm system as well as a fire  
sprinkler system that will be kept operational.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Custodial (include equipment and storage):

_____ Storage Closets	_____ Restrooms
_____ Hallways/Classrooms/Offices	_____ Gymnasiums/Locker Rooms

Custodial Comments: Currently being remodeled.

Summary of the General Condition of the Facility: Excellent

Action Items (Follow-up required):

1. Permits and inspections to be performed by the City of Cabot.
2. Certificate of Occupancy to be issued by the city upon passing final inspection.
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: \_\_\_\_\_ Position: \_\_\_\_\_

School Representative: \_\_\_\_\_ Position: \_\_\_\_\_

Comments \_\_\_\_\_

Distribution: Charter School Office    DPSAFT Project File

Arkansas State Board of Education  
Resolution: Arkansas School Board Member Recognition Week  
Monday, December 14, 2009

WHEREAS, more than 460,000 students attend public and charter schools in Arkansas; and

WHEREAS, the Arkansas State Board of Education recognizes the importance of public education in our communities today and in the future; and

WHEREAS, the Arkansas State Board of Education appreciates the vital role of the 1,500-plus elected local school board members who establish the mission and direction for their local districts and approve policies to guide their school systems; and

WHEREAS, school board members contribute countless hours of their time fulfilling their state-mandated roles and responsibilities; and

WHEREAS, school board members must make key decisions regarding the curriculum, instruction, finance and facilities of our public schools; and

WHEREAS, school board members employ and evaluate the superintendent, who has the daily responsibility for the operation of the school district; and

WHEREAS, school board members must participate in professional development every year in order to enhance their knowledge and skills related to their responsibilities;

NOW, THEREFORE, BE IT RESOLVED, That the Arkansas State Board of Education recognizes and salutes the members of local boards of education by proclaiming January 24-30, 2010 as Arkansas School Board Member Recognition Week.

Adopted this Fourteenth Day of December, 2009

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Naccaman Williams, Ed.D.  
Chairman, State Board of Education

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Tom W. Kimbrell, Ed.D.  
Commissioner, Arkansas Department of Education

Arkansas State Board of Education  
Academic Merit Resolution  
Monday, December 14, 2009

Whereas the Arkansas State Board of Education is committed to academic excellence;

Whereas the Arkansas State Board of Education seeks to recognize meritorious performance of students and of schools; and,

Whereas the Arkansas ACT Council Initiative has identified 38 Arkansas High Schools that have earned the College Readiness Award for 2009 by increasing the ACT Composite Score by a full point or more while at the same time increasing local participation;

Therefore, the Arkansas State Board of Education adopts this Academic Merit Resolution in recognition of 38 Arkansas high schools who have increased the ACT Composite Score by a full point or more while at the same time increasing local participation.

Arkadelphia High School  
Crossett High School  
Fayetteville Senior High School  
Ozark Adventist Academy  
Hazen High School  
Huntsville High School  
Little Rock Christian Academy  
Mansfield High School  
Ozark High School  
Perryville High School  
Prescott High School  
Shiloh Christian School  
West Fork High School

Batesville High School  
Elkins High School  
Union Christian Academy  
Gravette High School  
Horatio High School  
Lamar High School  
Glen Rose High School  
McGehee High School  
Pangburn High School  
Poyen High School  
Rison High School  
Van Buren High School  
Wynne High School

Brinkley High School  
Farmington High School  
Fouke High School  
Gurdon High School  
Lake Hamilton High School  
Pulaski Academy  
Mammoth Spring High School  
Acorn High School  
Pea Ridge High School  
Prairie Grove High School  
Salem High School  
Vilonia High School

Adopted this Fourteenth Day of December, 2009

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Naccaman Williams, Ed.D.  
Chairman, State Board of Education

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Tom W. Kimbrell, Ed.D.  
Commissioner, Arkansas Department of Education

Agency	Purpose of Grant	Amount
My First School Jacksonville, Inc. (1)*	Direct Services (change in ownership)	\$ 48,600.00
Kid's Place Learning Center, Inc. (2)*	Direct Services (transfer)	\$ 48,600.00
Beebe School District	Enhancement Grant	\$ 2,000.00
Bentonville School District	Enhancement Grant	\$ 6,000.00
Bright Beginnings (Mays)	Enhancement Grant	\$ 800.00
Busy Bee	Enhancement Grant	\$ 1,000.00
Cedar Ridge School District	Enhancement Grant	\$ 1,550.00
Child Development, Inc.	Enhancement Grant	\$ 2,950.00
Child of Mine	Enhancement Grant	\$ 1,750.00
Clarendon School District	Enhancement Grant	\$ 1,200.00
Bigelow Assem. of God/Comm.Christian Acad.	Enhancement Grant	\$ 1,000.00
Conway School District	Enhancement Grant	\$ 4,000.00
Crowley's Ridge Education Cooperative	Enhancement Grant	\$ 1,975.00
Danville School District	Enhancement Grant	\$ 1,000.00
Dawson Education Cooperative	Enhancement Grant	\$ 10,000.00
Decatur School District	Enhancement Grant	\$ 1,700.00
DeQueen Mena Education Cooperative	Enhancement Grant	\$ 17,000.00
Des Arc School District	Enhancement Grant	\$ 1,000.00
Dewitt School District	Enhancement Grant	\$ 700.00
Dollarway School District	Enhancement Grant	\$ 3,475.00
Emmanuel Learning Center	Enhancement Grant	\$ 1,500.00
First Presbyterian Church Warren	Enhancement Grant	\$ 1,000.00
Focus, Inc.	Enhancement Grant	\$ 1,000.00
Fort Smith Public Schools	Enhancement Grant	\$ 5,450.00
Grandma's Child Care	Enhancement Grant	\$ 750.00
Gurdon School District	Enhancement Grant	\$ 875.00
Hamburg School District	Enhancement Grant	\$ 3,500.00
Happy Day Christian Preschool	Enhancement Grant	\$ 500.00
His Little Lambs	Enhancement Grant	\$ 800.00
In His Image Youth Development Center, Inc.	Enhancement Grant	\$ 4,000.00
Jackson Co. School District	Enhancement Grant	\$ 1,500.00
Lakeside SD Hot Springs	Enhancement Grant	\$ 1,825.00
Lincoln Consolidated Schools	Enhancement Grant	\$ 750.00
Little Kids Daycare	Enhancement Grant	\$ 850.00
Little Leaps	Enhancement Grant	\$ 1,000.00
Love A Lots	Enhancement Grant	\$ 500.00
Magnolia School District	Enhancement Grant	\$ 2,500.00
Manila School District	Enhancement Grant	\$ 1,000.00
Mansfield ABC, Inc.	Enhancement Grant	\$ 1,500.00
Marmaduke School District	Enhancement Grant	\$ 1,400.00
Melba Connelly dba Gram's House	Enhancement Grant	\$ 1,000.00
Mineral Springs School District	Enhancement Grant	\$ 500.00
Miss Mary's Preschool	Enhancement Grant	\$ 500.00
Mother Goose	Enhancement Grant	\$ 500.00
Mother's Touch FCCH	Enhancement Grant	\$ 750.00
North Little Rock School District	Enhancement Grant	\$ 7,175.00
OUR Education Cooperative	Enhancement Grant	\$ 8,825.00
Paragould School District	Enhancement Grant	\$ 5,500.00
Paris School District	Enhancement Grant	\$ 2,275.00
Quality Child Care	Enhancement Grant	\$ 2,000.00
Rogers School District	Enhancement Grant	\$ 7,000.00

SEACBEC	Enhancement Grant	\$ 3,000.00
Small Fry Preschool	Enhancement Grant	\$ 300.00
South Central Service Cooperative	Enhancement Grant	\$ 5,425.00
SW Arkansas Community Development	Enhancement Grant	\$ 750.00
Texarkana School District	Enhancement Grant	\$ 3,225.00
The Exploration Station	Enhancement Grant	\$ 1,500.00
Trumann School District	Enhancement Grant	\$ 2,000.00
Valley View School District	Enhancement Grant	\$ 1,500.00
Vilonia School District	Enhancement Grant	\$ 2,250.00
Western Yell County School District	Enhancement Grant	\$ 950.00
White County Central School District	Enhancement Grant	\$ 1,000.00
Helena-West Helena School District	Even Start	\$ 50,000.00
Paragould School District	Even Start	\$ 50,000.00
ASU Programs for Children/Families in the Delta	Quality Grant	\$ 800.00
Bentonville School District	Quality Grant	\$ 1,200.00
Bright Beginnings (Mays)	Quality Grant	\$ 600.00
Crowley's Ridge Education Cooperative	Quality Grant	\$ 800.00
Dawson Education Cooperative	Quality Grant	\$ 6,600.00
DeQueen Mena Education Cooperative	Quality Grant	\$ 600.00
East End (Bigelow) School District	Quality Grant	\$ 600.00
Fayetteville School District	Quality Grant	\$ 2,200.00
Lead Hill School District	Quality Grant	\$ 800.00
Lincoln Consolidated Schools	Quality Grant	\$ 800.00
North Little Rock School District	Quality Grant	\$ 1,200.00
OUR Education Cooperative	Quality Grant	\$ 600.00
South Central Education Cooperative	Quality Grant	\$ 600.00
Springdale School District	Quality Grant	\$ 1,600.00
Texarkana Arkansas School District #7	Quality Grant	\$ 2,400.00
Van Buren School District	Quality Grant	\$ 800.00
<b>TOTAL</b>		<b>\$ 368,625.00</b>
<b>Agency</b>	<b>Change in Grant Status</b>	<b>Effective Date</b>
My First School, Inc. (1)*	Voluntary Termination/Transfer	1/1/2010
Busy Body Quality Child Care Program	Voluntary Termination	11/1/2009
Kidz World Child Development Center, Inc.	Voluntary Termination	11/1/2009
Randrinar, L.L.C. D/B/A Shining Star Academy (2)*	Voluntary Termination/Transfer	11/30/2009



October 2009

**Sunrise Child Development Center**  
West Memphis, AR

Owner: Gwen Brown  
Funded ABC Slots: 20  
Current Enrollment: 15

**ERS Scores**

Date	Score
2/28/08	2.14
11/6/08	2.56
5/14/09	3.67

**History:**

- Participation with ABC program began in 2007-2008.
- Program Improvement/Compliance Plans (financial and programmatic) have been issued since 2007 with only partial compliance met each year.
- Documents on file show repeated notices sent via mail, email, and fax of issues that need attention with no response from the Provider.
- Staff turnover has been an ongoing problem with this program resulting in instability for the children served in the program.
- An IRS levy has been issued against this program totaling \$19,041.63 as a result of non-payment of taxes.
- During the last ABC monitoring visit on 10/22/09, documents were not available for review even though the program had prior notice that the review would take place.
- Compliance issues were documented in the following areas on the items that were available for review:
  - Children's Records were incomplete-missing eligibility documentation (financial, birth certificates, up-to-date immunizations, developmental screenings)
  - 2 ineligible children enrolled in the program
  - Information in COPA not accurate when compared to the daily sign-in sheets
  - Lunch served did not meet USDA requirements
  - Minimum licensing requirements in violation-staff/child ratio, electrical outlets uncovered, smoke detectors not working.
- Visit made by Licensing Specialist on 10/28 and 10/29/09
  - Children were sent home because the water was shut off upon the Specialist arrival
  - Transportation was suspended due to the fact that the facility had been transporting toddler and preschool children without the use of car seats
  - Use of the playground suspended due to large holes on the playground with some measuring 6 feet deep and 2-3 feet wide. The holes were full of water creating a drowning hazard.

**Recommendation:**

- Terminate this grant effective November 1, 2009.

Arkansas Department of Education  
Emergency Rules Governing the  
Arkansas Comprehensive Testing, Assessment and Accountability Program  
and the Academic Distress Program  
December 14, 2009

1.0 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education Emergency Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP).
- 1.02 The State Board of Education promulgated these Rules pursuant to implementation of A.C.A. §§ 6-11-105, 6-15-401 et seq., ~~6-15-431, 6-15-437, 6-15-2009~~, 25-15-204 and Act 2243 of the 85<sup>th</sup> Arkansas General Assembly Act 1307 of 2009.

2.0 Purposes of Rules

- 2.01 To develop a single comprehensive testing, assessment and accountability program, which applies to and governs all public schools and public school districts in Arkansas.
- 2.02 To develop a single comprehensive testing, assessment and accountability program which utilizes the most current and effective testing, evaluation and assessment research information designed to achieve the following:
  - 2.02.1 Clear academic standards that are periodically reviewed and revised;
  - 2.02.2 Professional development standards for all administrators, teachers and instructional support personnel;
  - 2.02.3 Expected achievement levels;
  - 2.02.4 Reporting on student achievement and other indicators;
  - 2.02.5 School and school district evaluation data;
  - 2.02.6 A system of sanctions and rewards based on performance of schools and school districts; and
  - 2.02.7 Compliance with current federal and state law and State Board of Education policies.
- 2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.

- 2.04 To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
  - 2.05 To require point-in-time intervention when it is determined that a student(s) is not performing at grade level.
  - 2.06 To outline testing and assessment security and confidentiality requirements.
  - 2.07 To establish a program to identify, evaluate, assist and advise public school districts in academic distress.
- 3.0 Definitions – For the purpose of these Rules, the following terms mean:
- 3.01 “Academic Content Standards” – a series of documents that specify what a student enrolled in an Arkansas Public School should know and be able to do. These Academic Content Standards also provide the foundation for development of the State assessment system.
  - 3.02 “Academic Distress” – a classification assigned to any public school district in which 75% or more of its students perform at the “below basic” performance level on the criterion-referenced assessments administered in that district.
  - 3.03 “Academic Improvement Plan” – a plan detailing supplemental or intervention and remedial instruction, or both, in deficient academic areas for any student who is not proficient on the state-mandated criterion-referenced assessments and state mandated developmental appropriate assessments for K-2 (or delayed as that term is defined in “Uniform Readiness Screening”).
  - 3.04 “Adequate Yearly Progress” – the level of academic performance required of public schools or school districts on the state-mandated criterion-referenced assessments and/or other indicators as required in the ACTAAP, which shall comply with State and Federal law.
  - 3.05 “Alternative Education Intervention Program” – A special instructional program for students who have been retained for two consecutive years. The program shall include research-based learning opportunities and instructional strategies.
  - 3.06 “Approved Early Reading Assessments” – Those assessments that identify students’ strengths and weaknesses in all of the elements of reading as described in the Report of the National Reading Panel.
  - 3.07 “Approved Intensive Reading Program” – Programs of high-quality instruction that include the essential elements of reading described in the Report of the National Reading Panel.

- 3.08 “Arkansas Comprehensive Assessment Program” – means the testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of developmentally appropriate assessments for kindergarten, Grades one and two, national norm-referenced tests in Grades 3 through 9, any other assessments as required by the State Board of Education, criterion-references tests for Grades 3 through 8, or other assessments which are based on researched best practices as determined by qualified experts which would be in compliance with federal and state law, End-of-Course tests for designated grades and content areas, and the high school literacy test.
  
- 3.09 “Arkansas Comprehensive Testing, Assessment and Accountability Program” – means a comprehensive system that focus on high academic standards, professional development, student assessments, and accountability for all schools.
  
- 3.10 “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 in the Arkansas Comprehensive Assessment Program as defined in Section 3.08. This plan shall be reviewed annually and monitored at least every two years. Components of the plan include professional development, technology, and materials and resources necessary to carry out the activities of the plan. Additionally, this plan shall become the application for all instructional federal programs as administered by the Department of Education.
  
- 3.11 “Awards” – financial or other recognition of a public school structured to recognize schools that demonstrate and maintain high performance over time and to recognize schools that demonstrate growth on the state-mandated indicators. Awards also can be used to highlight individual schools so that their practices can be adopted in other schools and districts across the state.
  
- 3.12 “Benchmarks/Grade-Level Benchmarks” – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.
  
- 3.13 “Board” – The Arkansas State Board of Education.
  
- 3.14 “Criterion-Referenced Test (CRT)” – an assessment required by state statute, rule or regulation which is designed by the State to measure student performance/achievement on the State’s Academic Content Standards.
  
- 3.15 “Department” – The Arkansas Department of Education.

- 3.16 “District Improvement Plan” – a compilation of the individual school improvement plans which align the district’s resources to meet the needs of the individual school’s plans. The main focus of the district improvement plan shall be to ensure that all students have an opportunity to demonstrate proficiency on all portions of state-mandated criterion-referenced assessments.
- 3.17 “Early Intervention” – a short-term, intensive, focused individualized instruction developed from ongoing, daily, systemic assessment that occurs while a child is in the initial, kindergarten through grade one (K -1), stages of learning.
- 3.18 “Elementary School” – public school(s) having some combination of grades kindergarten through four (K – 4).
- 3.19 “End-of-Course Exam Test” – an a criterion-referenced assessment taken at upon the successful completion of a course of study to determine whether a student demonstrates, according to a requisite scale score established by rule of the Board, attainment of the necessary knowledge and skills-necessary for proficiency in that course.
- 3.20 “Essential Elements – Early Reading”  
Comprehension – Understanding and remembering what is read  
Decoding and Word Recognition (Phonics) – Recognizing words accurately, fluently, and independently  
Fluency – Ability to read text accurately, quickly and with expression  
Phonemic Awareness – Ability to hear and manipulate the sound structure of language  
Vocabulary – Words that must be known to communicate effectively
- 3.21 “Grade Level” – performance of a student (or group of students) at the proficient level on benchmark assessments at the specified grade that is age-appropriate for that student(s).
- 3.22 “High School” – public school(s) having some combination of grades 9 – 12.
- 3.23 “Intensive Reading Improvement Plan (IRI)” – An intervention program for any K-2 student identified with substantial reading difficulties.
- 3.24 “Longitudinal Tracking” – means tracking individual student yearly academic achievement gains based on scheduled and annual assessments.
- 3.25 “Middle School” – public school(s) having some combination of grades five through eight (5 – 8).
- 3.26 “Norm-Referenced Test (NRT)” – an assessment required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm or standardization group for a particular commercial instrument.

- 3.27 “Participation in Remediation” The amount of student involvement required in a student academic improvement plan that addresses those deficiencies for that student.
- 3.28 “Pass Rate” – The pass rate for the Benchmark Exams and the developmental appropriate assessments for K – 2 shall be proficiency. However, the pass rate for end-of-course and high school literacy shall be those scores established and independently approved by the State Board of Education. (See 6.03 for the proficiency definition)
- 3.29 “Public School District/Public School” – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law.
- 3.30 “Remediation” – a process of providing corrective, specialized supplemental instruction to help a student overcome academic deficiencies pursuant to their student academic improvement plan.
- 3.31 “Safe Harbor” – An alternate method of demonstrating Adequate Yearly Progress under the No Child Left Behind Act determined by decreasing the percent of students not performing at the proficient level on the Criterion Referenced Assessments by at least ten percent. Safe Harbor can only be applied if the school meets the secondary indicator condition and tests 95% or more of eligible students.
- 3.32 “Sanction” – intervention by the state to assist teaching and learning at a public school or a public school district that fails to meet expected performance goals on the state-mandated criterion-referenced assessments and/or other indicators.
- 3.33 “School Improvement” – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years.
- 3.34 “Starting Point” – a specific figure for grade-level clusters K- 5, 6-8, and 9-12 in the content areas of literacy and mathematics which was derived by determining the school at the 20th percentile in the state based on total enrollment, among all schools ranked by the percentage of students at the proficient level, using data for the 2001-2002 school year or subsequent year for which there is a recalculation.
- 3.35 “Secure Examination or Assessment” – an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on the testing/assessment calendar developed by the Commissioner of the Department.

- 3.36 “Substantial Reading Deficiency” – a determination for first and second grade students who score in the Below Basic Category on the State Reading Assessment in the previous school year and for kindergarten students who are rated as Delayed in both oral communication and written language on the Uniform Reading Scale (URS).
  - 3.37 “Uniform Readiness Screening” - uniform, objective evaluation procedures specifically formulated for children entering public school for the first time that are intended for either kindergarten or first grade, as appropriate, and developed or adopted by the Board.
  - 3.38 “Value-Added Computations of Student Gains” – statistical analyses of the educational impact of the school’s instructional delivery system on individual student learning using a comparison of previous and post student achievement gains.
- 4.0 Academic Content Standards
- 4.01 The Board shall establish clear, specific, challenging academic content standards, which define what students shall know and be able to do in each content area.
  - 4.02 The Board shall establish a schedule for periodic review and revision of academic content standards to ensure Arkansas academic content standards are rigorous and equip students to compete in the global workforce. For each review, the Department will provide the following:
    - 4.02.1 Study and consideration of academic content standards from across the nation and international levels as appropriate;
    - 4.02.2 Study and consideration of evaluations from national groups or organizations as appropriate;
    - 4.02.3 Committees composed of Arkansas teachers and instructional supervisory personnel from public schools, assisted by teachers from institutions of higher education;
    - 4.02.4 Review and input by the Departments of Higher Education and Workforce Education as well as community members; and
    - 4.02.5 Public dissemination of revised academic content standards on the Department Website.
  - 4.03 The Board shall provide for external review of revised standards by nationally recognized content experts in the discipline/area under consideration.
  - 4.04 The Board shall establish a clear, concise system of reporting the academic performance of each school on the state’s mandated criterion-



referenced assessments and the norm-referenced assessments, which conform to current state and federal law.

- 4.05 Each local school/school district shall engage in a procedure that will assure that the academic standards for every level - grades kindergarten through twelve (K-12) are aligned and education and financial resources are aligned with student performance expectations at each level.
- 5.0 Arkansas Comprehensive Assessment Program

The Board shall establish a statewide assessment system for Grades K through 12 to be implemented in each public school in the State by the Department. All districts shall comply with the requirements of the assessment system. Failure to do so shall result in a recommendation to the Board for Probationary status or loss of accreditation as set out in the Standards for Accreditation, or for other intervention or sanction as allowed or required by these rules, state or federal law.

Local district school boards shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

5.01 Kindergarten, Grade One and Grade Two

5.01.1 The Board shall adopt and the Department shall implement a developmentally appropriate, uniform school readiness screening to validate a child's school readiness as part of a comprehensive evaluation decision. Beginning with the 2004-2005 school year and thereafter, the Department shall require that all school districts administer the uniform school readiness-screening instrument to each kindergarten student in the district prior to or upon the entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening instrument as modified for use in first grade to determine placement.

5.01.2 Kindergarten, Grades 1 and 2: The Department shall select a developmentally appropriate assessment to be administered to all students in kindergarten, Grades one (1) and two (2) in reading and mathematics.

5.02 Criterion-Referenced Tests - Grades three through eight and high school

5.02.1 The Department shall develop and implement criterion-referenced assessments as follows: (1) Grades three (3) through eight (8) which measure application of knowledge and skills in reading and writing literacy and mathematics and science in Grades 5 and 7; (2) End-of-Course testing in Algebra I, geometry and Biology I (Biology begins in 2007-2008); (3) High school literacy that measures application of knowledge and skills in reading and writing literacy; and (4) social studies as funds are available and approved by the State Board of Education.

- 5.02.2 All criterion-referenced assessments shall be based on the Arkansas Curriculum Frameworks and Academic Content Standards.
- 5.02.3 All students in Grades 3 – 8 as well as all students enrolled in courses for which End-of-Course assessments are administered, shall take the criterion-referenced assessments on the testing dates established by the Department. This requirement includes the high school literacy assessment. This authority shall include field testing and any other requirements needed to establish fully-developed assessment instruments and methodologies.
- 5.02.4 Each school district shall administer criterion-referenced assessments to its students according to procedures established by the Commissioner of Education and specified in the applicable assessment administration materials.
- 5.02.5 Accounting for Students with Disabilities and Limited English Proficient Students
  - 5.02.5.1 Each student in the specified grades shall participate as outlined in the test coordinator's handbook. A student shall participate in the Arkansas Alternate Assessment Program only upon the formal determination of :
    - 5.02.5.1.1 The student's individual education program (IEP) committee, as documented in the student's individual educational program; or
  - 5.02.5.2 The Individual Education Program (IEP) committee shall determine whether or not participation in the standard state assessment program is appropriate for students with IEPs. Students with disabilities for whom it is deemed inappropriate to take the standard state assessments (Benchmarks and End-of-Course) with the established accommodations shall participate in the Arkansas Alternate Assessment Program following the guidelines established by the Board.
  - 5.02.5.3 Scores for students with disabilities shall be reported with other assessment results from the school.
  - 5.02.5.4 LEP students shall participate in all required criterion referenced assessments. LEP students may access state approved accommodations provided such accommodations have been recommended by the language proficiency

assessment committee and are used regularly in classroom instruction and assessment.

- 5.02.5.5 LEP students with less than one year in a U.S. school will not be required to take the State required literacy benchmark test or the High school literacy test. Districts may exercise this option. LEP students must take the appropriate mathematics test.

### 5.03 Norm-Referenced Assessments

- 5.03.1 The Board shall adopt a norm-referenced test to be administered in Grade 3 through Grade 9 in mathematics and reading, which shall be administered by the Department annually.
- 5.03.2 Each school district shall administer the norm-referenced assessments to its students according to procedures established by the Department and specified in the applicable test administration materials.
- 5.03.3 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school personnel to ensure understanding of the norm-referenced assessments, proper administration of assessments, security, and effective use of the assessment reporting data to improve classroom instruction and learning.

### 5.04 National Assessment of Educational Progress

- 5.04.1 Selected schools shall participate in any or all components of the National Assessment of Educational Progress (NAEP).
- 5.04.2 Any school that fails to participate in the administration of any NAEP assessment shall be reported to the Board and may be subject to probationary status as set out in the Standards for Accreditation

### 5.05 Test Administration

- 5.05.1 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school personnel to ensure understanding of the administration of assessments and effective use of assessment reporting data to improve classroom instruction and learning to provide program evaluation;
- 5.05.2 The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities including:

- 5.05.3 Scheduling testing times of all affected campuses according to the testing calendar developed by the Department;
- 5.05.4 Ensuring that security is maintained as specified in the appropriate testing administration materials;
- 5.05.5 Ensuring that all district personnel involved in the testing have been properly trained as specified by the Department;
- 5.05.6 Ensuring that all testing instruments are administered to all students according to the procedures established by the Commissioner of Education;
- 5.05.7 Ensuring that all assessment documents and student identification information are properly and accurately coded; and
- 5.05.8 Attesting whether ALL students have participated in the appropriate grade-level assessment(s).
- 5.05.9 Recommending for adoption by local school boards a school calendar that in no way jeopardizes or limits the valid testing and comparison of students' learning gains.
- 5.05.10 The appropriate test administration materials shall specify any allowable accommodations available to students participating in the administration of standard state assessments.
- 5.05.11 All students enrolled in a State-tested grade shall be accounted for in the State Assessment System.
- 5.06 A Technical Advisory Committee composed of nationally-recognized testing experts and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the assessment system.
- 5.07 Security and Confidentiality
  - 5.07.1 Violation of the security or confidential integrity of any assessment is prohibited.
  - 5.07.2 The Board shall sanction a person who engages in conduct prohibited by this section, as provided under Arkansas Code §6-17-405 and following the Process for Certificate Invalidation as approved by the Board. Additionally, the Board may sanction a school district and/or school in which conduct prohibited in this section occurs.
  - 5.07.3 Procedures for maintaining the security and confidential integrity of all assessment instruments and procedures shall be specified in the appropriate test administration instructions. Conduct that violates the security or confidential integrity of an assessment is

defined as any departure from either the requirements established by the Commissioner of the Department for the administration of the assessment or from the procedures specified in the applicable test administration materials. Conduct of this nature may include, but is not limited to the following acts and omissions:

- 5.07.3.1 Viewing secure assessment materials;
  - 5.07.3.2 Duplicating secure assessment materials;
  - 5.07.3.3 Disclosing the contents of any portion of secure assessment materials;
  - 5.07.3.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;
  - 5.07.3.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;
  - 5.07.3.6 Changing or altering any response or answer of an examinee to a secure assessment item;
  - 5.07.3.7 Failing to follow the specified testing procedures or to proctor students;
  - 5.07.3.8 Failing to administer the assessment on the designated testing dates;
  - 5.07.3.9 Encouraging or assisting an individual to engage in the conduct described in this subsection;
  - 5.07.3.10 Failing to report to appropriate authority that an individual has engaged in conduct set forth in this section;
  - 5.07.3.11 Failing to follow the specified procedures and required criteria for alternate assessments; or,
  - 5.07.3.12 Failing to return the secured test booklets back to the testing company in a timely manner.
- 5.07.4 The superintendent of each school district shall develop procedures to ensure the security and confidential integrity of all assessment instruments and test items. The superintendent shall be responsible for immediately notifying the Department in writing of conduct that violates the security or confidential integrity of an examination or assessment.

## 6.0 Student Performance Levels

- 6.01 The Board shall establish four (4) performance levels for each criterion-referenced assessment administered as part of ACTAAP. The Board shall establish five (5) performance levels for the Alternate Assessment for Students with Disabilities as part of ACTAAP. Those performance levels shall be not evident, emergent, supported independence, functional independence, and independent. Performance levels shall be established for mathematics, reading/language arts and science independently. Additionally, the Board shall establish a pass rate for each end-of-course and high school literacy assessment.
- 6.02 The Board shall establish four (4) performance levels for Grades K-2 for the norm-referenced assessment administered as part of the Arkansas Comprehensive Assessment Program for reading and mathematics. The following numerical scores define those performance levels.

Mathematics Norm Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-120	121-128	129-136	137-400
1	0-134	135-146	147-159	160-400
2	0-148	149-164	165-181	182-400

\*Lowest possible standard score value is 80

Reading Norm-Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-119	120-127	128-137	138-400
1	0-136	137-145	146-158	159-400
2	0-153	154-165	166-182	183-400

\*Lowest possible standard score value is 80

- 6.03 Beginning in the 2009-2010 school year, all students in Grade 9 or below who are in enrolled in Algebra I are required to complete and meet the requisite scale score on the End-of-Course Algebra I Examination in order to receive an academic credit towards graduation. The Board shall establish a requisite scale score of student performance on the End-of-Course Algebra I Examination. The following numerical scores define those performance levels.

End-of-Course Algebra I Pass Scale Score	
Not Pass	Pass
158 and Below	159 and Above

- 6.034 The following numerical scores define the performance levels on the criterion-referenced assessments and on the Students with Disabilities Alternate Assessment for not evident, emergent, supported independence, functional independence and independent. Functional independence and independent are considered to be grade level.

<b>Mathematics Criterion Referenced Assessments (Augmented Benchmark Exams)</b>				
<b>Scale Score Ranges</b>				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 408	409 - 499	500 - 585	586 & above
4	0 - 494	495 - 558	559 - 639	640 & above
5	0 - 543	544 - 603	604 - 696	697 & above
6	0 - 568	569 - 640	641 - 721	722 & above
7	0 - 621	622 - 672	673 - 763	764 & above
8	0 - 654	655 - 699	700 - 801	802 & above

<b>Mathematics Criterion Referenced Assessments (Benchmarks)</b>				
<b>raw score points</b>				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 22	23 - 39	40 - 56	57 - 80
4	0 - 31	32 - 44	45 - 60	61 - 80
5	0 - 30	31 - 42	43 - 60	61 - 80
6	0 - 29	30 - 45	46 - 60	61 - 80
7	0 - 27	28 - 37	38 - 56	57 - 80
8	0 - 29	30 - 38	39 - 59	60 - 80

<b>Literacy Criterion Referenced Assessments (Augmented Benchmark Exams)</b>				
<b>Scale Score Ranges</b>				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 329	330 - 499	500 - 653	654 & above
4	0 - 353	354 - 558	559 - 747	748 & above
5	0 - 381	382 - 603	604 - 798	799 & above
6	0 - 416	417 - 640	641 - 822	823 & above
7	0 - 425	426 - 672	673 - 866	867 & above
8	0 - 506	507 - 699	700 - 913	914 & above

<b>Literacy Criterion Referenced Assessments (Benchmarks)</b>				
<b>raw score points</b>				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 47	48 - 64	65 - 79	80 - 96
4	0 - 41	42 - 63	64 - 79	80 - 96
5	0 - 38	39 - 61	62 - 80	81 - 96
6	0 - 43	44 - 68	69 - 82	83 - 96
7	0 - 42	43 - 64	65 - 79	80 - 96
8	0 - 46	47 - 63	64 - 80	81 - 96



<b>Science Criterion Referenced Assessments (Augmented Benchmark Exams)</b>				
<b>Scale Score Ranges</b>				
<u>Grade</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
<u>5</u>	<u>0 - 153</u>	<u>154 - 199</u>	<u>200 - 249</u>	<u>250 &amp; above</u>
<u>7</u>	<u>0 - 151</u>	<u>152 - 199</u>	<u>200 - 249</u>	<u>250 &amp; above</u>

<b>End-of-Course Algebra I</b>			
<b>Scale Score Ranges</b>			
<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
<u>0 - 151</u>	<u>152 - 199</u>	<u>200 - 249</u>	<u>250 &amp; above</u>

<b>End-of-Course Geometry</b>			
<b>Scale Score Ranges</b>			
<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
<u>0 - 151</u>	<u>152 - 199</u>	<u>200 - 249</u>	<u>250 &amp; above</u>

<b>End-of-Course Biology</b>			
<b>Scale Score Ranges</b>			
<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
<u>0 - 145</u>	<u>146 - 199</u>	<u>200 - 249</u>	<u>250 &amp; above</u>

<b>Grade 11 Literacy</b>			
<b>Scale Score Ranges</b>			
<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
<u>0 - 168</u>	<u>169 - 199</u>	<u>200 - 249</u>	<u>250 &amp; above</u>

<b>Mathematics Alternate Assessment for Students with Disabilities</b>					
<b>Scale Score Ranges</b>					
<u>Grade</u>	<u>Not Evident</u>	<u>Emergent</u>	<u>Supported Independence</u>	<u>Functional Independence</u>	<u>Independent</u>
<u>3</u>	<u>520 - 672</u>	<u>673 - 703</u>	<u>704 - 708</u>	<u>709 - 723</u>	<u>724 - 733</u>
<u>4</u>	<u>523 - 673</u>	<u>674 - 707</u>	<u>708 - 712</u>	<u>713 - 721</u>	<u>722 - 736</u>
<u>5</u>	<u>545 - 674</u>	<u>675 - 708</u>	<u>709 - 713</u>	<u>714 - 725</u>	<u>726 - 733</u>
<u>6</u>	<u>535 - 677</u>	<u>678 - 708</u>	<u>709 - 714</u>	<u>715 - 722</u>	<u>723 - 731</u>
<u>7</u>	<u>478 - 675</u>	<u>676 - 705</u>	<u>706 - 713</u>	<u>714 - 720</u>	<u>721 - 731</u>
<u>8</u>	<u>484 - 697</u>	<u>698 - 717</u>	<u>718 - 725</u>	<u>726 - 727</u>	<u>728 - 738</u>

<b>Mathematics Alternate Assessment Students with Disabilities</b>					
<b>raw score points</b>					
<u>Grade</u>	<u>Not Evident</u>	<u>Emergent</u>	<u>Supported Independence</u>	<u>Functional Independence</u>	<u>Independent</u>
<u>3</u>	<u>0-431</u>	<u>432-517</u>	<u>518-530</u>	<u>531-573</u>	<u>574-600</u>
<u>4</u>	<u>0-426</u>	<u>427-522</u>	<u>523-535</u>	<u>536-563</u>	<u>564-600</u>
<u>5</u>	<u>0-413</u>	<u>414-523</u>	<u>524-539</u>	<u>540-575</u>	<u>576-600</u>
<u>6</u>	<u>0-437</u>	<u>438-533</u>	<u>534-551</u>	<u>552-573</u>	<u>574-600</u>
<u>7</u>	<u>0-469</u>	<u>470-539</u>	<u>540-559</u>	<u>560-574</u>	<u>575-600</u>
<u>8</u>	<u>0-505</u>	<u>506-552</u>	<u>553-569</u>	<u>570-577</u>	<u>578-600</u>

<b>Literacy Alternate Assessment for Students with Disabilities</b>					
<b>Scale Score Ranges</b>					
<u>Grade</u>	<u>Not Evident</u>	<u>Emergent</u>	<u>Supported Independence</u>	<u>Functional Independence</u>	<u>Independent</u>
<u>3</u>	<u>487 - 663</u>	<u>664 - 685</u>	<u>686 - 710</u>	<u>711 - 730</u>	<u>731 - 734</u>
<u>4</u>	<u>503 - 672</u>	<u>673 - 692</u>	<u>693 - 712</u>	<u>713 - 727</u>	<u>728 - 733</u>
<u>5</u>	<u>545 - 664</u>	<u>665 - 692</u>	<u>693 - 717</u>	<u>718 - 730</u>	<u>731 - 735</u>
<u>6</u>	<u>518 - 637</u>	<u>638 - 684</u>	<u>685 - 709</u>	<u>710 - 721</u>	<u>722 - 732</u>
<u>7</u>	<u>464 - 620</u>	<u>621 - 674</u>	<u>675 - 708</u>	<u>709 - 722</u>	<u>723 - 736</u>
<u>8</u>	<u>442 - 622</u>	<u>623 - 690</u>	<u>691 - 719</u>	<u>720 - 726</u>	<u>727 - 742</u>

Literacy Alternate Assessment Students with Disabilities raw score points					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	0-387	388-436	437-490	491-533	534-540
4	0-399	400-447	448-493	494-527	528-540
5	0-340	341-420	421-491	492-527	528-540
6	0-302	303-420	421-485	486-515	516-540
7	0-311	312-420	421-487	488-513	514-540
8	0-327	328-448	449-501	502-514	515-540
End of Course Geometry				End of Course Algebra I	
Performance Standards			Performance Standards		
Advanced		250 & above	Advanced		250 & above
Proficient		200—249	Proficient		200-249
Basic		154-199	Basic		151-199
Below-Basic		153 & below	Below-Basic		150 & below
Literacy (High school)					
Performance Standards					
Advanced			250 & above		
Proficient			200—249		
Basic			169-199		
Below-Basic			168 & below		

<b>Science Alternate Assessment for Students with Disabilities</b>					
<b>Scale Score Ranges</b>					
<u>Grade</u>	<u>Not Evident</u>	<u>Emergent</u>	<u>Supported Independence</u>	<u>Functional Independence</u>	<u>Independent</u>
<u>5</u>	<u>563 - 700</u>	<u>701 - 718</u>	<u>719 - 723</u>	<u>724 - 730</u>	<u>731 - 736</u>
<u>7</u>	<u>490 - 670</u>	<u>671 - 688</u>	<u>689 - 705</u>	<u>706 - 720</u>	<u>721 - 733</u>

<b>Grade 9 Mathematics Alternate Assessment for Students with Disabilities</b>				
<b>Scale Score Ranges</b>				
<u>Not Evident</u>	<u>Emergent</u>	<u>Supported Independence</u>	<u>Functional Independence</u>	<u>Independent</u>
<u>0 - 99</u>	<u>100 -149</u>	<u>150 -199</u>	<u>200 - 249</u>	<u>250 - 300</u>

<b>Grade 11 Literacy Alternate Assessment for Students with Disabilities</b>				
<b>Scale Score Ranges</b>				
<b>Not Evident</b>	<b>Emergent</b>	<b>Supported Independence</b>	<b>Functional Independence</b>	<b>Independent</b>
<b>483 - 595</b>	<b>596 - 655</b>	<b>656 - 680</b>	<b>681 - 692</b>	<b>693 - 740</b>

<b>Science Grade 10 Alternate Assessment</b>				
<b>Scale Score Ranges</b>				
<b>Not Evident</b>	<b>Emergent</b>	<b>Supported Independence</b>	<b>Functional Independence</b>	<b>Independent</b>
<b>486 - 600</b>	<b>601 - 664</b>	<b>665 - 692</b>	<b>693 - 715</b>	<b>716 - 742</b>

## 7.0 Student Accountability

- 7.01 By the year 2013-2014 all students are expected to perform at the proficient level or above.
- 7.02 Beginning with the 2005-2006 school year, a) students identified as failing to achieve at the proficient level on the State 2004-2005 or any subsequent mandated CRT (as referenced in Section 6.03 tables: Mathematics Criterion Referenced Assessments, Benchmarks, raw score points and Literacy Criterion Referenced Assessments, Benchmarks, raw score points, etc.); b) students in Grade K scoring delayed on either written language or oral communications and scoring delayed in mathematics on the state mandated uniform readiness screening (as referenced in Sections 3.36 and 3.37 Uniform Readiness Screening); and c) students in Grades 1 and 2 not scoring proficient on the state mandated NRT(as referenced in Section 6.02 tables, Mathematics Norm Referenced Assessment standard score cut scores and Reading Norm-Referenced Assessment standard score cut scores), shall be evaluated by school personnel, who shall jointly develop, a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will assist the student in achieving the expected standard and will describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.
- 7.02.1 The AIP shall be prepared using the format designed by the Department of Education. However, the local school may adjust the format as deemed necessary.
- 7.02.2 The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the Plan. The plan shall be signed by the appropriate school administrator and the parent/guardian.

- 7.02.3 The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day etc.
- 7.02.4 The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessments.
- 7.02.5 The AIP shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies.
- 7.02.6 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP.
- 7.02.7 The AIP should contain an implementation timeline that assures the maximum time for remedial instruction.
- 7.02.8 AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction.
- 7.02.9 In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an Individualized Education Program (IEP) that already addresses any academic area or areas in which the student is not proficient on state-mandated criterion-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.
- 7.03 Retention for failure to participate in the Academic Improvement Plan
  - 7.03.1 School districts shall notify parents, guardians or caregivers of remediation requirements and retention consequences for failure to participate in the required remediation at the beginning of the 2004-2005 school year. Beginning with the 2005-2006 school year, this information shall be included in the student handbook.
  - 7.03.2 Beginning with the 2005-2006 school year, students in Grades three through eight, identified for an AIP who do not participate in the remediation program shall be retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.
  - 7.03.3 Remedial instruction provided during high school years (Grades 7 – 12) may not be in lieu of English, mathematics, science or social studies, or other core subjects required for graduation.

- 7.03.4 Any student who does not score at the Proficient level on the criterion-referenced assessments in reading, writing and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.
- 7.03.5 Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.
- 7.03.6 Beginning in the 2005-2006 school year, students not proficient on the End-of-Course tests or on the high school Literacy test, shall participate in a remediation program to receive credit for the corresponding course.
- 7.03.7 Beginning with the 2009-2010 school year, students who fail to meet the pass rate on the end-of-course assessments shall not receive credit for the course until at least one of the following conditions are met. Any student failing to meet one of these conditions shall not be entitled to graduate with a high school diploma from an Arkansas high school or charter school.
  - 7.03.7.1 The student is identified as meeting a satisfactory pass level on a subsequent end-of-course assessment.
    - 7.03.7.1.1 No student that is identified as having failed to meet the satisfactory pass levels on an initial end-of-course assessment shall be entitled to take more than three (3) additional subsequent end-of-course assessments. ADE will determine annually the schedule for administration of additional assessments.
    - 7.03.7.1.2 Prior to a student taking additional end-of-course assessments, the student shall be given a sufficient opportunity and time for remediation.
  - 7.03.7.2 The student is identified as having, by the end of grade twelve (12), finished an appropriate Alternate exit course and is identified as having met a satisfactory pass level on an Alternate assessment directly related to the Alternate exit course.
    - 7.03.7.2.1 Any student that fails to pass the end-of-course assessment after three additional attempts shall be required to take and pass an Alternate exit course and meet a satisfactory Alternate level score on a subsequent Alternate assessment.
    - 7.03.7.2.2 Alternate exit courses may be offered through a distance learning class and may be offered outside the normal school day.

- 7.03.7.3 The student is identified as a student with disabilities who, because of the nature of the disabilities, cannot meet the requirements. In such case that student may graduate from high school by demonstrating alternate competencies or Alternate levels of competency as contained in the student's individualized education program.
- 7.04 The results of End-of-Course assessments shall become a part of each student's transcript or permanent record. Each course for which a student completes the assessment shall be recorded with the performance level (advanced, proficient, basic or below-basic).
- 7.05 The Department shall implement a statistical system that shall provide the best analysis of classroom, school, and school district effects on student progress based on established, value-added longitudinal calculations, which shall measure the difference in a student's previous year's achievement compared to the current year achievement for the purposes of improving student achievement, accountability, and recognition.
- 7.06 The approach used by the Department shall be in alignment with federal statutes and developed in 2004-2005 to collect data to allow research and evaluation of student achievement growth models.
- 7.07 The approach shall include value-added longitudinal calculations with sufficient transparency in the model's conception and operation to allow others in the field to replicate the results.
- 7.08 Reading Deficiency for Students in Kindergarten through Grade Two
- 7.08.1 Beginning with the 2005-2006 school year, any student who exhibits a substantial reading deficiency shall be provided intensive reading instruction utilizing a scientifically-based reading program. The intensive instruction shall systematically, explicitly, and coherently provide instruction in the five essential elements of reading as defined in Section 3.20.
- 7.08.2 During the 2005-2006 school year, the State Board of Education shall establish performance levels for kindergarten, Grade 1 and Grade 2 that define substantial difficulties in reading based on the State mandated, developmentally appropriate assessment. The State mandated Uniform Screening Readiness (USR) instrument shall be used to determine substantial reading difficulty for kindergarten students.
- 7.08.3 Beginning with the 2005-2006 school year, all kindergarten students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. This evaluation will occur within 30 days of receiving the USR results.

- 7.08.4 Beginning with the 2005-2006 school year, within 30 days of the beginning of school, Grade 1 and Grade 2 students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. However, in those school years in which the State Board of Education shall revise the performance levels schools shall be allowed 30 days from the date of the final approval to conduct the evaluation.
- 7.08.5 The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- 7.08.6 Beginning with the 2005-2006 school year, school personnel shall develop an Intensive Reading Improvement plan (IRI) that describes the intervention program for any student identified with substantial reading difficulty. The IRI shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for remediation.
- 7.08.7 The IRI shall contain an implementation timeline that assures the maximum time for remedial instruction. The intervention shall occur during the regular school day whenever possible, but may include extended day when appropriate. The intervention shall supplement, and not supplant, core classroom instruction.
- 7.08.8 The IRI shall include valid and reliable progress monitoring assessments to measure student growth toward the grade level benchmarks in each essential element of reading.
- 7.08.9 The intensive reading instruction provided under the IRI shall utilize strategies that are aligned with scientifically-based reading research.
  - 7.08.9.1 The intensive instruction shall systematically, explicitly and coherently provide instruction in the five essential areas of reading. The intensity and focus of the instruction shall be based on the evaluation results, teacher observation, and data from progress monitoring assessments. The intervention plan shall be revised periodically to reflect student needs as indicated on progress monitoring assessments.
  - 7.08.9.2 The IRI should be individualized; however, similar deficiencies may be remediated through group instruction.
  - 7.08.9.3 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instruction under the IRI.



7.08.9.4 The intervention shall continue until the child has reached grade level benchmarks in all essential areas of reading.

7.08.10 Student achievement in each of the essential elements shall be monitored monthly after students complete the intervention. Students who are not meeting current expectations shall be provided additional interventions.

7.08.11 In any instance where a student with disabilities identified under the Individuals with Disabilities Act has an IEP that already addresses reading deficiencies, the individual education program shall serve to meet the requirements of the IRI.

7.09 The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing to include the following:

7.09.1 That the child has been identified as having a substantial deficiency in reading;

7.09.2 A description of the current services that are provided to the child; and,

7.09.3 A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

## 8.0 School Accountability

8.01 The Department of Education shall provide analyses of data produced by the Arkansas Comprehensive Assessment Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

8.02 Student performance trend data shall be one of the components used in developing objectives of the school improvement plan, internal evaluations of instructional and administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and assignment of students into educational programs of the local school program.

8.03 Each school shall develop one (1) Arkansas Comprehensive, School Improvement Plan (ACSIP) focused on student achievement. This requirement is intended to focus the school/school district annually on the school's performance data for the purposes of improved student performance, based on data and the performance of students on the state assessment system.

8.04 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance levels established by the Board on all State assessments.

- 8.05 Consistent with the No Child Left Behind Act, each school must make adequate yearly progress (AYP), based primarily on the administration of the criterion-referenced assessments described in Section 5.02. In order to make AYP, a school or school district must—
- Demonstrate that at least 95 percent of all students and of students in each applicable subgroup, as provided in Section 8.06, at the tested grade levels, participated in the assessments;
  - Meet or exceed the annual measurable performance levels described in Section 904.5, based on the percentages of students scoring proficient or above on the assessments, overall and for each applicable subgroup; or alternatively, if the total group or any subgroup does not meet the annual measurable performance levels, demonstrate that the percentage of students in that subgroup who did not meet the proficient level for that year decreased by 10 percent of that percentage from the preceding school year and that the subgroup made progress on one additional academic indicator; and
  - Show progress for all students on an additional academic indicator, which shall be graduation rate for high schools and percent attendance for elementary and middle schools.
- 8.06 The following subgroups must be included in the school/school district data disaggregation:
- 8.06.1 Students with Disabilities
  - 8.06.2 Students who are English Language Learners
  - 8.06.3 Economically Disadvantaged Students
  - 8.06.4 Ethnic Subgroups
    - 8.06.4.1 Caucasian
    - 8.06.4.2 African American
    - 8.06.4.3 Hispanic
- 8.07 A school must meet AYP criteria overall and for each of these subgroups that meets the minimum group size as determined by the Department of Education and approved by the U.S. Department of Education.
- 8.08 The Department will determine AYP separately for mathematics and literacy, using appropriate statistical treatments. Based on the single statewide starting point described in this section, annual performance levels assure that ALL students will reach proficient by school year 2013-2014.
- 8.09 The Department will determine for each school in the state the percent of students performing at the proficient or advanced levels. This percentage will be determined by computing the sum of students proficient or advanced for the current year or the most recent three years across each grade for which there is a criterion-referenced assessment. That sum is divided by the total number of students assessed for that year or across those three years and grades. This number shall include students taking

alternate assessments. The percentage shall be determined separately for mathematics and reading/literacy.

- 8.10 The AYP starting point regarding percent proficient on state assessments will be determined for grade-level clusters K- 5; 6 – 8; and 9 – 12 and separately for mathematics and reading/literacy.
- 8.11 The AYP starting point will be determined by ranking each school within the grade-level by the percent proficient. Additionally, the ranking will include the total student enrollment for those grades using October 1, 2002, data or October 1 of a subsequent year for which there is a recalculation.
- 8.12 The Department will determine the school that contains the 20<sup>th</sup> percent student of total enrollment – starting from the school with the lowest percent proficient and counting upward. The percent proficient of that school becomes the “starting point” for determining AYP for that grade-level cluster and content area.
- 8.13 The following table establishes the starting point and projected performance level for each year of the twelve years addressed by the No Child Left Behind Act.

#### **Calculating AYP and Annual Expected Performance Levels**

	K-5 Math	K-5 Literacy	6-8 Math	6-8 Literacy	9-12 Math	9-12 Literacy
Year 05-06	40.00	42.40	29.10	35.20	29.20	35.50
Year 06-07	47.50	49.60	37.96	43.30	38.05	43.56
Year 07-08	55.00	56.80	46.83	51.40	46.90	51.63
Year 08-09	62.50	64.00	55.69	59.50	55.75	59.69
Year 09-10	70.00	71.20	64.55	67.60	64.60	67.75
Year 10-11	77.50	78.40	73.41	75.70	73.45	75.81
Year 11-12	85.00	85.60	82.28	83.80	82.30	83.88
Year 12-13	92.50	92.80	91.14	91.90	91.15	91.94
Year 13-14	100.00	100.00	100.00	100.00	100.00	100.00

- 8.14 Each year, in determining whether a school has met the target of percent proficient for that school year as listed on the chart, the Department shall compare the school's percent proficient in the appropriate grade-level cluster and content area with the statewide projected goal for that year. A school shall be deemed to have met AYP for a particular year for a particular grade-level cluster and content area as long as the school attains at least the statewide projected goal.
- 8.15 Schools/School Districts failing to meet expected performance standards as established by the Board shall be subject to sanctions as specified in school improvement or academic distress.
- 8.16 Schools/School Districts exemplifying exceptional performance levels and/or growth patterns shall be recognized for exemplary performance and will be eligible to participate in the rewards program.

## 9.0 Accountability

Schools failing to meet Adequate Yearly Progress as determined under these Rules shall be classified subject to the following consequences.

- 9.01 A school will be identified in alert status if it has not made AYP in the same subject (Mathematics or Literacy) for one year.
- 9.02 A school will be identified as in Improvement Status if it has not made AYP in the same subject (Mathematics or Literacy) for two consecutive years.
- 9.03 A school in Alert Status or Improvement Status that fails to make AYP, but does not fail to make AYP in the same subject for two consecutive years, will remain in its existing status for the following school year.
- 9.04 The first year a school fails to meet expected performance levels, that school shall be classified as on Alert Status. Any school classified on Alert Status shall be required to review and/or revise the school's ACSIP Plan with special attention given to State designated subgroup(s) which failed to meet expected performance levels.
- 9.05 The local school board president and the superintendent of a public school or school district identified by the Department in school improvement shall be notified in writing by the Department, via certified mail, return receipt requested, and the school district shall have a right to appeal to the Commissioner of the Department. The written appeal must be received in the Office of the Commissioner of Education within thirty (30) calendar days of the receipt of notice.
- 9.06 The second year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 1 of School Improvement. Any school classified in Year 1 of School Improvement shall offer eligible students choice options to another school in the district not in school improvement.

- 9.07 The third year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified in Year 2 of School Improvement shall offer eligible students supplementary educational services in keeping with federal guidelines in addition to continued consequences from Year 1 of School Improvement.
- 9.08 Should a school fail to make Adequate Yearly Progress in the fourth year, the Board shall advance that school into corrective action. Schools in corrective action must continue to offer consequences from School Improvement Year 2 and the school must implement a plan, with the approval of the Department, having specified corrective actions.
- 9.09 Should a school fail to make Adequate Yearly Progress in the fifth year, the Board shall advance that school into restructuring. In restructuring the Department may require the school to dismiss staff and administrators, annex the school to another school that is not in school improvement, and/or take other such action as deemed necessary by the Department and the Board.
- 9.10 Once a school has been identified in school improvement, that school must meet the standard(s) for which it failed to meet for two consecutive years to be considered for removal.
- 9.11 Schools that receive Title I funds must meet all funding requirements as specified by federal guidelines. Schools that do not receive Title I funds must implement programming in keeping with the school's ACSIP Plan as revised.
- 9.12 Beginning with the 2006-2007 school year, schools designated in year three, four or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).
  - 19.12.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning for inclusion in the comprehensive school improvement plan.
- 9.13 School Performance Rating System
  - 9.13.1 The Department of Education will establish a working task force during the 2004-2005 school year to assist in the development of the rating system. The task force shall include educators, parents, and business/community stakeholders. In order to keep the rating system reliable and valid, a Technical Advisory Committee composed of nationally recognized accountability experts, statisticians, and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the accountability system. The rating system shall include the establishment of a performance level and an improvement level. The improvement level shall be

assigned in the 2007-2008 school year and the performance level shall be assigned no later than the 2009-2010 school year. The ADE will implement a pilot system of performance levels required by A.C.A. § 6-15-1903, at least one (1) year prior to the year of implementation required by law. The performance level designations may be applied to any school district requesting to be classified by such performance designations as allowed by A.C.A. § 6-15-1903 (b) (1).

#### 9.14 Performance Category Levels

9.14.1 The Department of Education shall prepare an annual report, which shall describe the school rating system. The annual report shall designate two (2) category levels for each school. The first category, annual performance, is based on the performance from the prior year on the criterion-referenced test and end-of-course exams. The second category, growth, shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment

9.14.2 The initial annual report shall identify schools as being in one (1) of the following annual performance category levels, based on the criterion-referenced Benchmark exams, as defined in 6-15-404(g) (1), and defined according to rules of the State Board of Education:

- (1) "Level 5", schools of excellence;
- (2) "Level 4", schools exceeding the standards;
- (3) "Level 3", schools meeting the standards;
- (4) "Level 2", schools on alert; or
- (5) "Level 1", schools in need of immediate improvement.

9.15 For the years 2004-2005 through 2008-2009, school will not be assigned annual school performance category levels, unless an annual performance category levels is requested by the school.

#### 9.16 Annual School Performance Rating: Weighted Average Approach

9.16.1 Since the ACTAAP testing program in Arkansas was designed as a criterion-referenced assessment system with performance standards, the standards for student performance can be used to develop a rating index of school performance.

9.16.2 Numerical values to be used as weighting factors can be assigned to each students' performance category (Advanced = 4; Proficient = 3; Basic = 2; Below Basic = 1)

9.16.3 With these weights assigned to the performance levels, a performance index for the school can be computed by multiplying the weights of the performance levels times the number of students scoring in the performance category.

- 9.16.4 The sum of the weighted student performance for each subject and grade in the school is divided by the total number of students testing the subjects and grades. The resulting average for the school is an index of performance that will range between 1.0 and 4.0.

9.17 Achievement Rating Weighted Average Approach

- 9.17.1 Assigned the following points:

4 points per student scoring in the advanced category,  
 3 points per student scoring in the proficient category;  
 2 points per student scoring in the basic category,  
 1 point per student scoring in the below basic category.

Points = Number of student scoring in category X points assigned to categories

- 9.17.2 Example

Number of Students	Scoring Category	Points Assigned to Categories	Total
10	Advanced	4	40
30	Proficient	3	90
40	Basic	2	80
20	Below Basic	1	20
Total points for the school for all categories			230

9.18 Achievement Rating: Weighted Average Approach Calculation

- 9.18.1 To calculate the rating score for each school, divide the total point for the school by the number of students in the school.

Points Received	Number of Students	Rating
230	100	2.3

- 9.18.2 At the direction of the state board, a panel of stakeholders was convened to review the statewide performance of schools and conduct the standard setting process. In the school standard setting process, stakeholders representing administrators, teachers, business, parents, and school board members served as panelists to decide on the quality level represented by various points within the distribution of school index scores. The state board reviewed and adopted the following standards recommended by the stakeholder's advisory panels for the annual performance rating.

<b>Standard Setting Recommendations Stakeholder Advisory Panels</b>
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<b>Cut Scores</b>	<b>Cut 1/2</b>	<b>Cut 2/3</b>	<b>Cut 3/4</b>	<b>Cut 4/5</b>
Administrators	1.7	2.19	2.76	3.02
Teachers	1.6	2.25	3.0	3.5
Business	1.735	2.145	2.7	3.365
Parents	1.75	2.2	2.65	3.0
School Board	1.81	2.30	2.87	3.30
Median	1.735	2.2	2.755	3.300
<b>Average</b>	<b>1.719</b>	<b>2.21</b>	<b>2.79</b>	<b>3.23</b>

9.18.3 After the rating score has been calculated for each school, schools may calculate their annual performance level by locating the established performance standard (cut score) for placing each school in one of five performance categories.

9.18.4 In the example below, if the rating score of the school is between 3.5 and 4.0, it will be in the “schools of excellence” performance category level.

<b>Expert Panel Cut Scores</b>	<b>Performance Categories</b>
3.23 – 4.0	Schools of excellence
2.79 – 3.22	Schools exceeding the standards
2.21 – 2.78	Schools meeting standards
1.719 – 2.20	Schools approaching the standards (alert)
1.0 – 1.718	Schools in need of immediate improvement

9.18.5 The second category, growth, available in 2007-2008, shall be based on the schools’ improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment. The working taskforce shall continue to assist in the rating system during the establishment of the second category.

#### 9.19 School Choice

9.19.1 For all schools that have received an annual performance category levels of Level 1 for two (2) consecutive years, the students in these schools shall be offered the opportunity public school choice option with transportation provided pursuant to A.C.A. § 6-18-227 et seq.

#### 9.20 Supplemental Educational Services

9.20.1 In addition, the school district board shall provide supplemental educational services, approved by the State Board, to affected students.

#### 9.21 Recognition Awards

- 9.21.1 Schools that receive an annual performance category level of Level 5 or Level 4 are eligible for school recognition awards and performance-based funding pursuant to A.C.A. § 6-15-1907.

9.22 Sanctions

- 9.22.1 Any school or district that is involved in substantiated test security violations will not be eligible to receive the “school of excellence” performance rating.

10.0 School District Accountability

- 10.01 The Department annually reviews each district to determine whether it is making AYP in the following way.

- 10.01.1 Determine the collective status for all the schools within a district within each grade-level grouping (k-5; 6-8 and 9-12)
- 10.01.2 Determine the district percent of participation across each grade level group
- 10.01.3 Determine the district status on secondary indicator across each grade-level group.
- 10.01.4 A district shall be in school improvement when all levels within a district fail to meet performance standards for two consecutive years in the same subject. A district having status of School Improvement shall be removed from that status when any one level meets the performance standard for two consecutive years in that subject.

- 10.02 Before identifying a district for district improvement, the Department will provide the district with an opportunity to review the data on which the identification is based. The district may appeal the identification, and the Department will decide the appeal within 30 days.

- 10.03 Each district identified for school improvement shall within three months of identification develop or revise a district improvement plan that complies with the requirements of the No Child Left Behind Act, including the requirement that it spend not less than 10% of its Part A, Title I funds on professional development for each fiscal year in which the district is identified for improvement. The district shall initiate implementation of the plan expeditiously, but not later than the beginning of the next school year after the school year in which the district was identified for improvement. The Department will provide technical assistance to districts in developing and implementing improvement plans under this section.

- 10.04 Academic Distress – Procedures for Identification, Classification and Appeal of School Districts in Academic Distress

- 10.04.1 A school district for which 75% or more of the students completing the state's assessments perform at the below basic level shall be designated in Academic Distress. This computation shall collectively include students from each school in the district and from each grade for which a criterion-referenced assessment is given.
  - 10.04.2 Within thirty calendar days (30) after the release of the state assessment results by the Department, the Department shall identify all school districts in Academic Distress and shall notify in writing each school district superintendent and board president via certified mail, return receipt requested.
  - 10.04.3 A school district may appeal a determination of the Department identifying the district as an Academic Distress school district by filing an appeal in writing in the Office of the Commissioner of the Department within (30) calendar days after receiving the notification, justifying why the district should not be identified as being in Academic Distress.
  - 10.04.4 The Board shall render a written decision of a classification on a district's appeal of identification as an Academic Distress school district within sixty (60) calendar days of the district's written request.
  - 10.04.5 The decision of the Board shall be final with no further right of appeal, except a school district may appeal to the Circuit Court of Pulaski County pursuant to the Administrative Procedures Act, A.C. A. §25-15-201 et seq.
- 10.05 Time Limitation of Academic Distress Status
- 10.05.1 A public school district identified as in academic distress shall have no more than two (2) consecutive school years beginning on July 1 following the date of notice of identification to be removed from academic distress status.
  - 10.05.2 The Board may at any time take enforcement action on any school district in academic distress status including, but not limited to, annexation, consolidation, or reconstitution of a school district pursuant to A.C.A. § 6-13-1401 et seq.
  - 10.05.3 If a public school district fails to be removed from academic distress status within the allowed two (2) year time period, the Board shall annex, consolidate or reconstitute the academic distress school district prior to July 1 of the next school year unless the Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from academic distress during the relevant time period due to external forces beyond the school district's control.

10.06 Procedures for assisting school districts in academic distress

- 10.06.1 Within thirty (30) calendar days of classification by the State Board, each Academic Distress school district shall develop and file with the Department a modified Comprehensive School Improvement Plan to target and address any area in which the district is experiencing academic distress.
- 10.06.2 Within fifteen (15) calendar days of classification by the State Board, the Department shall assign a team of educators to evaluate the district and determine the need for on-site technical assistance.
- 10.06.3 The team of educators shall evaluate and make recommendations to the district superintendent within sixty (60) calendar days following the district's classification as an Academic Distress school district.
- 10.06.4 School districts classified as Academic Distress shall provide access to all district assessment, instruction, personnel and academic records and reports to assist the team in the formulation of the recommendations for improvement.
- 10.06.5 The Department with assistance from the team of educators shall review the data relative to the academic status and performance of students in the Academic Distress school district.
- 10.06.6 Following the on-site review, the team of educators will submit a written set of recommendations to the Academic Distress school district.
- 10.06.7 The Department shall provide relevant technical assistance to each identified school district based upon the needs identified in the Comprehensive School Improvement Plan.

10.08 Procedures for evaluating and removal of school districts from academic distress status

- 10.08.1 The Department shall review and annually report to the Board the academic conditions existing in each Academic Distress school district and determine whether the district is making progress and has fewer than 75% of the students performing in the below basic performance level.
- 10.08.2 A school district designated in Academic Distress shall be removed from Academic Distress only if fewer than 75% of the students perform below basic for two consecutive years.

11.0 Board Authority

- 11.01 The Board shall have the following authority regarding any public school district in academic distress:
- 11.01.1 Require the superintendent of the school district to relinquish all authority with respect to the district, to appoint an individual to administratively operate the district under the supervision of the Commissioner of the Department, with the cost to be paid from school district funding;
  - 11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new school board for the school district in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.
  - 11.01.3 Allow the school district to operate without the local school board under the supervision of the local school district administration or an administration chosen by the Commissioner of the Department.
  - 11.01.4 Waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983, A.C.A. § 6-17-1501 et seq., and the Public school Employee Fair Hearing Act, A.C.A. § 6-17-1701 et seq., or Department Rules.
  - 11.01.5 The Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liability of the district.
  - 11.01.6 Require the annexation, consolidation, or reconstitution of the public school district.
  - 11.01.7 Take any other necessary and proper action as determined by the Board that is allowed by law.
  - 11.01.8 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the Board or the Board on its own motion, at any time, may take action pursuant to 11.0 as allowed by Act 1467 of 2003, in order to secure and protect the best interest of students in the public school district or to secure and protect the best interest of the educational resources of the state.
  - 11.01.9 The School District shall have a right of appeal to a public hearing before the Board after filing a written notice of appeal with the office of the Commissioner of the Department at least thirty (30) calendar days prior to the appeal hearing.
  - 11.01.10 The State Board shall consolidate, annex or reconstitute a school district that fails to remove itself from the classification

of a school district in academic distress within two (2) consecutive school years of receipt of notice of identification unless the Board, at its discretion, issues a written finding supported by a majority of the Board, explaining in detail that the school district could not remove itself from academic distress due to impossibility caused by external forces beyond the school district's control.

- 11.01.11 After a public hearing, the Board shall consolidate, annex, or reconstitute the school district in academic distress to another non-academic distress school district upon a majority vote of a quorum of the members of the Board as permitted or required by this subchapter.
- 11.01.12 The Board's classification of a school district in Academic Distress shall be final except that the school district shall have a right of appeal to the Circuit Court of Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201 et seq.

## 12.0 School Choice and Academic Distress

- 12.01 Any student attending a public school district classified as being in academic distress shall automatically be eligible and entitled pursuant to A.C.A. § 6-18-206, the "Arkansas Public School Choice Act", to transfer to another geographically contiguous school district not in academic distress during the time period a district is classified as being in academic distress, and therefore, not be required to file a petition by July 1 but shall meet all other requirements and conditions of the Arkansas Public School Choice Act.
- 12.02 The cost of student transportation to the nonresident district shall be borne by the resident district.
- 12.03 The nonresident district shall count the student for average daily membership purposes.

## 13.0 Emergency Clause

WHEREAS, the score tables set out in these Rules are critical to the Arkansas public educational system in that without these tables Arkansas public school districts would not be aware of the relevant scores to be used by the Arkansas Department of Education in determining the various levels of student competency on standardized tests it will administer during the Spring 2010 testing cycle. Therefore, without the revisions to these Rules, The Arkansas Department of Education would be impeded in its ability to carry out the educational accountability provisions of Act 1467 of 2003 (the Quality Education Act), Act 35 of the Second Extraordinary Session of 2003, and Act 1307 of 2009, thus directly impacting the education of children in said school districts, which may impact the fiscal welfare, and peril of certain students. As a result, the Arkansas State Board of Education hereby determines that imminent peril to the schools and

school districts of this state, as articulated above, will exist if these Rules are not promulgated on an emergency basis. Therefore, pursuant to Ark. Code Ann. § 25-15-204, these Rules are to immediately take effect upon passage by the Arkansas State Board of Education.



**ARKANSAS DEPARTMENT OF EDUCATION  
PROPOSED RULES GOVERNING ACCESS TO  
PUBLIC SCHOOL INFORMATION ON COMPREHENSIVE  
SCHOOL IMPROVEMENT PLANS**

1.0     AUTHORITY

1.01     These Rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-2202 (added by Act 1373 of 2009) and 25-15-201 et seq.

2.0     PURPOSE

2.01     The purpose of these Rules is to execute the following requirements of Ark. Code Ann. § 6-15-2202:

2.02.1   Improve student achievement and close achievement gaps among student subgroups by providing public access to comprehensive school improvement plans;

2.01.2   Improve parental involvement and communication with parents;

2.01.3   Increase transparency and accountability of public schools and public school districts to the public; and

2.01.4   Make public school and public school district data more accessible to researchers and policymakers.

3.0     ACCESS TO PUBLIC SCHOOL INFORMATION ON COMPREHENSIVE  
SCHOOL IMPROVEMENT PLANS

3.01     By the twentieth day following the date a public school or public school district is required by law or rule to provide the applicable information listed in this section, a public school district shall post the most recent version of the following information on its website:

3.01.1(a)     The comprehensive school improvement plan developed under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq. for each public school in the public school district.

(b)     A public school that accepts National School Lunch Act funds and national school lunch student state categorical funding under § 6-20-2305 shall report in the public school's comprehensive school improvement plan the following:

- (i) A description of how the public school plans to use National School Lunch Act funds and national school lunch student state categorical funds in the current school year; and
- (ii) A description of how the school used National School Lunch Act funds and national school lunch student state categorical funds in the previous school year;

3.01.2      The public school district's annual report card and the annual report card of each public school in the public school district;

3.01.3      A parent-friendly explanation of:

- (i) The school improvement status of the public school district;
- (ii) The school improvement status of each public school in the public school district, including the identification of any supplemental educational services available to each public school; and
- (iii) Why the public school district or any of its public schools are under academic distress, school improvement, or fiscal distress and what the district is doing to be removed from academic distress, school improvement, or fiscal distress.

3.01.4      The public school district's parental involvement plan and the parental involvement plan of all public schools in the public school district and informational packets required under Ark. Code Ann. § 6-15-1702.

3.01.4.1      Public school districts and schools receiving Title I funds shall also post the parental involvement policy required by the No Child Left Behind Act of 2001.

3.01.5      Teacher qualifications for all public schools in the public school district under the No Child Left Behind Act of 2001.

3.02      Not less than annually, the Department of Education (ADE) shall monitor compliance with the requirements of this section when the ADE:

- (i) Directly monitors a school for compliance with standards and Accreditation; or
- (ii) Monitoring the implementation of ACSIP in compliance with Act 807 of 2007. Any areas of non compliance will be forwarded to the Standard for Accreditation Unit.

3.02.1 Monitoring may be performed electronically.

3.03 The ADE shall report a failure to comply with this section to the State Board of Education.

3.04 Compliance with these Rules is a requirement for accreditation of a public school, including an open-enrollment charter school, or public school district.

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

**Act 1373 of the Regular Session**

State of Arkansas

*As Engrossed: S3/31/09*

87th General Assembly

**A Bill**

Regular Session, 2009

SENATE BILL 943

By: Senator Elliott

**For An Act To Be Entitled**

AN ACT TO IMPROVE PARENTS' ACCESS TO PUBLIC  
SCHOOL DATA ON ACHIEVEMENT GAPS AND ON PUBLIC  
SCHOOL PLANS TO CLOSE ACHIEVEMENT GAPS; AND FOR  
OTHER PURPOSES.

**Subtitle**

TO IMPROVE PARENTS' ACCESS TO PUBLIC  
SCHOOL DATA ON ACHIEVEMENT GAPS AND ON  
PUBLIC SCHOOL PLANS TO CLOSE ACHIEVEMENT  
GAPS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Title 6, Chapter 15, Subchapter 22 is amended to add an additional section to read as follows:

6-15-2202. Access to public school information on school improvement plans.

(a) This section is intended to:

(1) Improve student achievement and close achievement gaps among student subgroups by providing public access to comprehensive school improvement plans;

(2) Improve parental involvement and communication with parents;

(3) Increase transparency and accountability of public schools and public school districts to the public; and

(4) Make public school and public school district data more accessible to researchers and policymakers.



1       (b) By the twentieth day following the date a public school or public  
2 school district is required by law or rule to provide the applicable  
3 information listed in this subsection (b), a public school district shall  
4 post the most recent version of the following information on its website:

5               (1)(A) The comprehensive school improvement plan developed under  
6 the Arkansas Comprehensive Testing, Assessment, and Accountability Program  
7 Act, § 6-15-401 et seq. for each public school in the public school district.

8               (B) A public school that accepts National School Lunch Act  
9 funds and national school lunch student state categorical funding under § 6-  
10 20-2305 shall report in the public school's comprehensive school improvement  
11 plan the following:

12                       (i) A description of how the public school plans to  
13 use National School Lunch Act funds and national school lunch student state  
14 categorical funds in the current school year; and

15                       (ii) A description of how the school used National  
16 School Lunch Act funds and national school lunch student state categorical  
17 funds in the previous school year;

18               (2) The public school district's annual report card and the  
19 annual report card of each public school in the public school district;

20               (3) A parent-friendly explanation of:

21                       (A) The school improvement status of the public school  
22 district;

23                       (B) The school improvement status of each public school in  
24 the public school district, including the identification of any supplemental  
25 educational services available to each public school; and

26                       (C) Why the public school district or any of its public  
27 schools are under academic distress, school improvement, or fiscal distress  
28 and what the district is doing to be removed from academic distress, school  
29 improvement, or fiscal distress;

30               (4) The public school district's parental involvement plan and  
31 the parental involvement plan of all public schools in the public school  
32 district and informational packets required under § 6-15-1702 and under the  
33 No Child Left Behind Act of 2001; and

34               (5) Teacher qualifications for all public schools in the public  
35 school district under the No Child Left Behind Act of 2001.

36       (c) Not less than annually, the department shall monitor compliance

1 with the requirements of this section when the department:

2 (1) Directly monitors a school for compliance with standards and  
3 accreditation; or

4 (2) Assists a school with its comprehensive school improvement  
5 plan.

6 (d)(1) The department shall report a failure to comply with this  
7 section to the State Board of Education.

8 (2) The state board shall establish by rule that compliance with  
9 this section is a requirement for accreditation of a public school or public  
10 school district.

11  
12 */s/ Elliott*

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14 **APPROVED: 4/9/2009**  
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## Minutes from Public Hearing on Rules for Act 1373

ADE Staff present at the hearing included Dr. Alice Barnes Rose, Bernice Martin-Russell, Frank Wimer and Fred Hodge.

Non-ADE staff present at the meeting included:

Mike Martens - Arkansas Association of Education Administrators

Matthew Miller - Bureau of Legislative Research

Dr. Bobbie Davis – Arkansas Public School Research Center

Dr. Rose began the hearing on, August 12, 2009, at 10:00 a.m. with a welcome and introduction advising on the purpose of the hearing.

Mike Martens was the first to speak. He had one suggestion. In 3.01 'shall post the most recent version of the following information'. He asked that it read 'shall post or provide a link to the most recent version of the following information'. He said that he thought there was precedent for adding 'or provide a link to'. ACA 6-13-620 includes a list of things that are to be published on a district website. One is the district's audit, it is common practice for a district to have a link on their website that goes to Legislative Audit and to a copy of their audit. Mr. Martens provided additional examples of items districts are required to have on their websites that the districts are using links to satisfy.

Dr. Bobbie Davis was the last person to comment. She said that Mr. Martens had addressed one of her concerns. She went on to add that the language should be changed to specify the 'most current version' of information contained at the link referenced in Section 3.01 in the event that data from multiple years are posted on the website. In 1.01, Dr. Davis questioned the (added by Act 1373). Mr. Walter explained that the code section was added by the Act. Dr. Davis suggested that the rule should spell out that 'open enrollment charter schools' are impacted the same as all other local school districts. Section 3.02 specifies there will be an 'annual monitoring' and will be done through accreditation. Dr. Davis thought it should be specified whether or not this would be an 'annual monitoring visit' or will this be done electronically so districts didn't confuse this with their four year monitoring cycle. Her concern was that districts wouldn't update until their once every four year monitoring visit was due.

With no other attendees to be heard from, Dr. Rose adjourned the hearing.



**Arkansas Department of Education**  
**Rules Governing the Calculations of Miscellaneous Funds**  
August 2009 December 2009

**1.00 Authority**

- 1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-20-2301 et seq. and 6-20-2503 and Acts 154 and 1469 of 2009.
- 1.02 These Rules shall be known as the Arkansas Department of Education Rules Governing the Calculations of Miscellaneous Funds (Rules).

**2.00 Purpose**

- 2.01 The purpose of these Rules is to define the procedures for the calculations of Miscellaneous Funds for state State Foundation Funding and for Bonded Debt Assistance funding Funding.

**3.00 Definitions**

For purposes of these Rules, the following terms mean:

- 3.01 ~~"Average Daily Membership (ADM) – The total number of days of school attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time, rounded to the nearest hundredth. Students who may be counted for average daily membership are:~~
- ~~3.01.1 Students who reside within the boundaries of the school district and are enrolled in a public school operated by the school district and in a curriculum that fulfills the requirements established by the state board under the Standards for Accreditation of Arkansas Public Schools and School Districts.~~
- ~~\_\_\_\_ Legally transferred students living outside the school district but are attending a public school in the school district under a provision of the Arkansas Code and in a curriculum that fulfills the requirements established by the state board under the Standards for Accreditation of Arkansas Public Schools and School Districts.~~

~~Open enrollment public charter school students who are enrolled in a curriculum that fulfills the requirements established by the state board under the Standards for Accreditation of Arkansas Public Schools and School Districts.~~

~~3.01.2 “Students who are eligible to attend and who reside within the boundaries of a school district and are enrolled and participate in the Arkansas National Guard Youth Challenge Program.~~

~~3.01 “Local revenue per student” as used in calculating foundation funding for public school districts means in each school year ninety-eight percent (98%) of the amount of revenue available, whether or not collected, in a school district solely from the levy of the uniform rate of tax plus the Miscellaneous Funds used in the calculation of foundation funding for public schools divided by the average daily membership of the school district.~~

~~3.023.03 “Local revenue per student” as defined in Ark. Code Ann. § 6-20-2503 for bonded debt assistance means in each school year ninety-eight percent (98%) of the amount of revenue available, whether or not collected, in a school district solely from the levy of the uniform rate of tax plus the average Miscellaneous Funds collected in the previous five (5) years divided by the average daily membership of the school district.~~

~~3.03~~3.021 “Miscellaneous Funds” as used in calculating Foundation Funding and Bonded Debt Assistance for public school districts means the average of those funds collected in the five (5) school years immediately preceding the previous school year, consisting of funds received by a school district from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes, funds received by the school district in lieu of taxes, and local sales and use taxes dedicated to education under § 26-74-201 et seq., § 26-74-301 et seq., § 26-75-301 et seq., and the Local Government Bond Act of 1985, §14-164-301 et seq.; and multiplied by the ratio of the uniform rate of tax to the school district’s total millage rate in effect as of January 1 of the fiscal year prior to the current funding year.

~~3.04 “Miscellaneous Funds” as defined in Ark. Code Ann. § 6-20-2503 for bonded debt assistance means those funds received by a local school district from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes, funds received by the district in lieu of taxes, and local sales and use taxes dedicated to education pursuant to §§ 26-74-201 et seq., 26-74-301 et seq., 26-75-301 et seq., and 14-164-301 et seq.~~

~~3.05~~3.032–“School Year” is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.

#### **4.00 Procedures for Miscellaneous Funds Used in the Foundation Funding Calculation**

4.01 The calculation of Foundation Funding for public school districts uses Miscellaneous Funds listed in ~~3.03-021~~ of this Rule calculated pursuant to § 6-20-2303 (11) amended by Acts 154 and 1469 of 2009 as follows:

~~4.01.1 The average of those funds listed in 3.03 of this Rule collected in the five (5) school years immediately preceding the previous school year, and multiplied by the ratio of the uniform rate of tax to the school district's total millage rate in effect as of January 1 of the fiscal year prior to the current funding year.~~

4.01.2 1 If a school district did not received funds from a category of Miscellaneous Funds listed in calculated under 3.03-021 of this Rule during in the most recent school year used to calculate the five-year average, then previous collections from that category of Miscellaneous Funds shall not be included in the five-year average calculation of Miscellaneous Funds used in the calculation of Foundation Funding.

4.02 The calculation of Miscellaneous Funds shall be an annual calculation.

#### **5.00 Procedures for Miscellaneous Funds Used in the Bonded Debt Assistance Funding Calculation**

5.01 The calculation of Bonded Debt Assistance ~~f~~Funding for public school districts uses Miscellaneous Funds listed in ~~3.04-021~~ of this Rule calculated pursuant to § 6-20-2503-2303 (11) amended by Act 154 and 1469 of 2009 as follows:as the average of Miscellaneous Funds collected in the previous ~~five (5) years.~~

5.01.1 If a school district did not received funds from a category of Miscellaneous Funds listed in calculated under 3.021 of this Rule during in the most recent school year used to calculate the five-year average, then previous collections from that category of Miscellaneous Funds shall not be included in the five-year average calculation of Miscellaneous Funds used in the calculation of Bonded Debt Assistance ~~f~~Funding.

~~5.02 The initial payment of bonded debt assistance in July will be based on estimated Miscellaneous Funds. The estimate will be the average of the five (5) most recent years of Miscellaneous Funds data available.~~

~~5.03 The second and final payment of bonded debt assistance in January will be based on Miscellaneous Funds data as defined in 5.01 of this Rule. Any adjustments needed as a result of the Miscellaneous funds estimate used for the first payment will be made at this time.~~

5.0402 The calculation of Miscellaneous Funds shall be an annual calculation.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING APPEALS INVOLVING STUDENT RESIDENCY  
DISPUTES BETWEEN SCHOOL DISTRICTS**

**1.00 PURPOSE**

- 1.01 The purpose of these rules is to establish a procedure by which school districts may appeal to the Arkansas Department of Education from a determination made by another school district concerning a student's correct school district of residence.

**2.00 AUTHORITY**

- 2.01 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-18-202 (as amended by Act 1310 of 2009), and 25-15-201 et seq.

**3.00 PRELIMINARY INVESTIGATION BY SCHOOL DISTRICTS**

- 3.01 Prior to appealing any matter concerning a student's correct school district of residence to the Arkansas Department of Education, the school districts shall complete the following process as outlined in Ark. Code Ann. § 6-18-202(e):
- 3.01.1 The superintendent of a school district that determines that a student who resides within its boundaries is unlawfully attending another school district (hereinafter "appealing district") shall send written notification to the superintendent of the other school district (hereinafter "responding district") that the student is unlawfully attending the responding school district.
- 3.01.2 The written notification to the appealing district's superintendent shall include a reasonable description of the location of the residence, including a street address if available, and other information that enables the responding school district to determine whether the student is a resident of the appealing or responding school district.
- 3.01.3 Upon receipt of the appealing district superintendent's notification, the responding school district's superintendent shall immediately investigate and determine which school district the student is required to attend.
- 3.01.4 The responding school district's investigation shall conduct the investigation within ten (10) business days after receiving the written notice from the appealing district's superintendent.

- 3.01.5 The responding school district's superintendent may extend the investigation ten (10) business days in a case that involves five (5) or more students by submitting written notice within the first ten (10) business days of the investigation to the appealing school district's superintendent.
- 3.01.6 The responding school district's superintendent shall make a determination as to which school district the student is required to attend and send a written report to the appealing school district's superintendent, in writing, of the findings of the investigation and the documentation supporting his or her determination.
- 3.02 A student who is determined to be unlawfully attending a school not within the student's resident district shall be immediately barred from attending the nonresident school district.

#### **4.00 RIGHT OF APPEAL**

- 4.01 The appealing school district's superintendent may, within five (5) days after receiving the written report of the responding district's superintendent, appeal to the Arkansas Department of Education the decision of the responding district's superintendent.
- 4.02 The appeal shall be made by filing a written notice of appeal with the General Counsel's Office of the Arkansas Department of Education.
- 4.03 The written notice of appeal shall include a list of the names of students that the appealing school district alleges are unlawfully attending the responding district and a copy of the written report completed by the responding district.
- 4.04 The written notice of appeal shall also include all documentation indicating that the appealing school district followed all preliminary procedures as outlined in Ark. Code Ann. § 6-18-202(e) and Section 3.00 above.

#### **5.00 BRIEFING SCHEDULE**

- 5.01 Once a notice of appeal is received by the General Counsel's office, a hearing officer will be appointed to investigate the facts surrounding the appeal and conduct a hearing.
- 5.02 The General Counsel's office will notify each school district of a briefing schedule to be followed by both districts, as well as the date of the hearing.

- 5.03 The appealing school district, in its brief, shall provide a detailed explanation as to why the student in question is unlawfully attending the responding district.
- 5.04 The responding school district, in its brief, shall provide a detailed explanation as to why the student in question is entitled to attend its school district.
- 5.05 Each school district's brief shall be limited to ten (10) pages, excluding any exhibits that may be attached.
- 5.06 The hearing officer may, only for good cause shown and upon written request of either district, allow either district to submit a brief of up to twenty (20) pages, excluding any exhibits that may be attached.
- 5.07 The hearing officer may compel disclosure of additional information from both school districts in his or her duties.
- 5.08 The briefs of both districts shall become a part of the official record of the proceedings.

## **6.00 HEARING PROCEDURES**

- 6.01 The hearing officer will conduct the hearing in the following manner:
  - 6.01.1 The hearing officer will give an opening statement to describe the nature of the proceedings for the record. This statement will include the date, time, and location of the hearing and an identification of the parties present.
  - 6.01.2 A representative from each school district will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the appealing school district.
  - 6.01.3 A representative from each school district will be allowed thirty (30) minutes to present their cases, beginning with the appealing school district. The hearing officer may, only for good cause shown and upon request of either district, allow either district up to one (1) hour to present their cases.
  - 6.01.4 A representative from each school district will be allowed ten (10) minutes to present a closing argument, beginning with the appealing school district.
  - 6.01.5 The hearing officer may ask questions of any party or witness at any time throughout the proceedings.



- 6.02 The hearing will be recorded by a certified court reporter. Every witness giving oral testimony must be sworn under oath by the court reporter and will be subject to direct examination, cross examination, and questioning by the hearing officer.
- 6.03 As noted in Section 5.08 above, the briefs of both districts shall become a part of the official record of the proceedings. Additional documents or exhibits offered during the hearing will be included in the official record of the proceedings if those documents are relevant to the matter in dispute and not cumulative.
- 6.04 For purposes of the record, documents offered during the hearing by the appealing district shall be clearly marked in sequential, numeric order (e.g., 1, 2, 3).
- 6.05 For purposes of the record, documents offered during the hearing by the responding district shall be clearly marked in sequential, alphabetic letters (e.g. A, B, C).
- 6.06 The responding school district shall have the burden of proof in proving that the student is entitled to attend its school district.
- 6.07 The hearing officer may announce his or her decision immediately after hearing all arguments and evidence or may take the matter under advisement.
- 6.08 Within ten (10) business days after the hearing, the hearing officer shall issue a final order including findings of fact and conclusions of law. The superintendents of both school districts will be served either personally or by mail with a copy of the order.

## **7.00 CIRCUIT COURT APPEAL**

- 7.01 Either school district may appeal from the hearing officer's final order to the circuit court of the county where the school district that is appealing the order is located.
- 7.02 The circuit court shall affirm the order of the hearing officer if it is supported by substantial evidence.

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 1310 of the Regular Session

State of Arkansas

As Engrossed: H3/24/09 H3/25/09

87th General Assembly

A Bill

Regular Session, 2009

HOUSE BILL 2003

By: Representative Lowery

For An Act To Be Entitled

AN ACT TO AMEND THE LAW PERTAINING TO RESIDENCY  
REQUIREMENTS AND ATTENDANCE AT PUBLIC SCHOOLS;  
AND FOR OTHER PURPOSES.

Subtitle

TO AMEND THE LAW PERTAINING TO RESIDENCY  
REQUIREMENTS AND ATTENDANCE AT PUBLIC  
SCHOOLS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-18-202(e), concerning age and residence requirements for attending public schools, is amended to read as follows:

(e)(1) Any A school district that admits shall not admit for ten (10) school days or more a student who is not a resident of the school district or is not otherwise entitled by law to attend the school district for ten (10) school days or more a student that the school district knows or should have known is a resident of another school district not included in a tuition agreement or is not officially transferred to it shall be liable to the resident district of the student for an amount of money equal to the amount of state foundation funding per student.

~~(2) Notice to a school district by a complainant school district that a student is attending illegally in the school district begins the running of the ten day time period.~~

~~(3) Causes of action arising under this subsection may be~~



1 ~~brought in a court of competent jurisdiction.~~

2 ~~(4) The school district that admits the student shall have the~~  
3 ~~burden of proof as to the student's residency.~~

4 ~~(5)(A) Upon presentation of a court order or judgment finding~~  
5 ~~that a school district has admitted for ten (10) school days or more a~~  
6 ~~student the district should have known was a resident of another district, as~~  
7 ~~set forth in subdivision (e)(1) of this section, the Department of Education~~  
8 ~~will satisfy the defendant school district's liability by transferring to the~~  
9 ~~complainant school district the appropriate amount of funds from state aid~~  
10 ~~that the department would have distributed to the defendant school district.~~

11 ~~(B) The transfer will be made from the next payment due to~~  
12 ~~the district from the department after the order is received by the~~  
13 ~~department.~~

14 (2)(A) A school district that determines that a student who  
15 resides within its boundaries is unlawfully attending another school district  
16 shall send written notification to the superintendent of the other school  
17 district that the student is unlawfully attending the school district.

18 (B) The written notification to the superintendent shall  
19 include a reasonable description of the location of the residence, including  
20 a street address if available, and other information that enables the school  
21 district to determine that the student is a resident of the school district.

22 (3)(A) The school district that receives the notification under  
23 subdivision (e)(2) of this section shall immediately investigate and  
24 determine which school district the student is required to attend.

25 (B) The school district conducting the investigation  
26 shall:

27 (i)(a) Complete the investigation within ten (10)  
28 business days after receiving the written notice.

29 (b) The school district conducting the  
30 investigation may extend the investigation ten (10) business days in a case  
31 that involves five (5) or more students by submitting written notice within  
32 the first ten (10) business days of the investigation to the school district  
33 that submitted the notification under subdivision (e)(2) of this section;

34 (ii) Make a determination as to which school  
35 district the student is required to attend; and

36 (iii) Send a written report to the school district

1 that submitted the notification, in writing, of the findings of the  
2 investigation and the documentation supporting its determination.

3 (4) A student who is determined to be unlawfully attending a  
4 school not within the student's resident district shall be immediately barred  
5 from attending the nonresident school district.

6 (5)(A) The school district that submitted the notification may  
7 within five (5) days after receiving the written report, appeal the decision  
8 of the school district that conducted the investigation.

9 (B) The appeal shall be made to the Department of  
10 Education.

11 (C) The school district that conducted the investigation  
12 shall have the burden of proof in proving that the student is entitled to  
13 attend its school.

14 (6)(A) The department shall promulgate rules to establish the  
15 procedure for a department hearing officer to investigate the appeal and  
16 conduct a hearing.

17 (B) The department hearing officer may compel disclosure  
18 of information from both of the school districts in his or her duties.

19 (C)(i) The decision of the department hearing officer may  
20 be appealed by either school district to the circuit court of the county  
21 where the school district that is appealing the decision is located.

22 (ii) The circuit court shall affirm the decision of  
23 the department hearing officer if it is supported by substantial evidence.

24  
25 *SECTION 2. Arkansas Code § 6-18-202(f), concerning the age and*  
26 *residence requirements for attending public schools, is amended to read as*  
27 *follows:*

28 *(f) Any person who knowingly gives a false residential address for*  
29 *purposes of public school enrollment ~~shall be~~ is guilty of a violation and*  
30 *subject to a fine not to exceed ~~five hundred dollars (\$500)~~ one thousand*  
31 *dollars (\$1,000).*

32  
33 */s/ Lowery*

34  
35 **APPROVED: 4/9/2009**

**Forrest City School District**  
**LEA # 6201**  
**St. Francis County**

**Fiscal Distress Indicators and Additional Concerns:**

\* A declining balance determined to jeopardize the fiscal integrity of the school district

<b>District Profile:</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Superintendent</b>	<b>Lee R. Vent</b>	<b>Lee R. Vent</b>	<b>Dr. Jerry Woods</b>	<b>Dr. Jerry Woods</b>
4 QTR ADM	3,787	3,659	3,583	3421*
Assessment	160,707,810	164,250,637	167,834,915	166,734,930
Total Mills	31.20	31.20	31.20	32.60
Total Debt Bond/Non Bond	11,478,356	11,155,000	11,145,000	16,095,000
Per Pupil Expenditures	8,471	9,026	9,136	NA
Personnel-Non-Fed Certified FTE	272.77	285.86	272.14	NA
Personnel-Non-Fed Certified Clsrm FTE	246.63	261.65	240.76	NA
Avg Salary-Non-Fed Cert Clsrm FTE	50,251	47,844	50,309	NA
Net Legal Balance (Excl Cat & QZAB)	2,107,318	3,262,048	2,700,841	1,520,002**

\*Used 3 Qtr ADM prior to ASR release

\*\*Balance calculated from Fund Balance Report period 1-13 of 2009

**District Actions**



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

October 14, 2009

**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. Jerry Woods, Superintendent  
Forrest City School District  
845 No. Rosser  
Forrest City, AR 72335

Dear Dr. Woods:

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Forrest City School District has been identified by the Arkansas Department of Education (Department) as a school district in Fiscal Distress. According to Ark. Code Ann. § 6-20-1904, the Forrest City City School District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress, including:

- Forrest Cityt School District has a declining balance determined to jeopardize the fiscal integrity of your school district, and
- Any other fiscal conditions of a school district deemed to have a detrimental negative impact on the continuation of educational services by the Forrest City School District.

The Arkansas State Board of Education (SBE) will be requested by the Department to classify the Forrest City School District as being in Fiscal Distress at its meeting on December 14, 2009, to be held at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock, Arkansas. I have attached to this letter a copy of the Department Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program. The attached document will provide information and details on the process concerning an appeal of the of the identification status. An appeal will be heard at the December 14, 2009 SBE Meeting. Additional information may be found in Arkansas Code Ann. § 6-20-1901 et seq.

Ark. Code Ann. §6-20-1907 states that no school district identified by the Department as being in Fiscal Distress may incur any debt without prior written approval from the Department. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or its liabilities. The district is required to obtain prior written approval from the Department, effective with its receipt of this letter. Please retain this notice in your District audit file.

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

Fiscal Distress Identification  
Page 2

Should the district have questions or comments, please contact Hazel Burnett, at (501) 682-5124.




Sincerely,

A handwritten signature in black ink, appearing to read "William J. Goff", is written over the typed name.

William J. Goff, CPA  
Assistant Commissioner  
Fiscal and Administrative Services

WJG:ddm

cc: Dr. Tom Kimbrell  
Tripp Walter, Interim General Counsel  
Ms. Hazel Burnett  
Senator Jack Crumbly  
Representative David Dunn  
Larry Jayroe, School Board President

<b>District LEA</b>	<b>6201000</b>
<b>District Description</b>	<b>FORREST CITY SCHOOL DISTRICT</b>
<b>FY-07 Legal Balance</b>	<b>3,526,153</b>
<b>FY-07 Restricted SOF</b>	<b>278,181</b>
<b>FY-07 Deposits with Paying Agents</b>	<b>0</b>
<b>FY-07 Current Loans</b>	<b>0</b>
<b>FY-07 Unrestricted Legal Balance</b>	<b>3,247,972</b>
<b>FY-08 Legal Balance</b>	<b>3,130,780</b>
<b>FY-08 Restricted SOF</b>	<b>390,215</b>
<b>FY-08 Deposits with Paying Agents</b>	<b>0</b>
<b>FY-08 Current Loans</b>	<b>0</b>
<b>FY-08 Unrestricted Legal Balance</b>	 <b>2,740,565</b>
<b>FY 07-FY 08 % Change</b>	<b>-15.62%</b>
<b>FY-09 Legal Balance</b>	<b>1,915,083</b>
<b>FY-09 Restricted SOF</b>	<b>427,516</b>
<b>FY-09 Deposits with Paying Agents</b>	<b>0</b>
<b>FY-09 Current Loans</b>	<b>0</b>
<b>FY-09 Unrestricted Legal Balance</b>	 <b>1,487,567</b>
<b>FY 08-FY 09 % Change</b>	<b>-45.72%</b>
<b>Two Year Change</b>	<b>(1,760,405)</b>
<b>Two Year Projected Balance</b>	<b>(272,838)</b>
<b>FY-10 Legal Balance</b>	<b>158,672</b>
<b>FY-10 Restricted SOF</b>	<b>(409,475)</b>
<b>FY-10 Deposits with Paying Agents</b>	<b>0</b>
<b>FY-10 Current Loans</b>	<b>0</b>
<b>FY-10 Unrestricted Legal Balance</b>	 <b>(250,803)</b>
<b>FY 09 Actual-FY 10 Budget % Change</b>	<b>-116.86%</b>



**Wickes School District**  
**LEA # 5705**  
**Polk County**

**Fiscal Distress Indicators and Additional Concerns:**

\* A declining balance determined to jeopardize the fiscal integrity of the school district

<b>District Profile</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Superintendent</b>	<b>Allen Blackwell</b>	<b>Allen Blackwell</b>	<b>Allen Blackwell</b>	<b>Allen Blackwell</b>
4 QTR ADM	693	699	713	698*
Assessment	29,369,492	30,295,381	31,689,088	35,020,460
Total Mills	39.20	39.20	39.20	39.20
Total Debt Bond/Non Bond	3,126,008	3,013,435	4,944,972	4,786,549
Per Pupil Expenditures	8,577	9,206	9,708	NA
Personnel-Non-Fed Certified FTE	65.04	71.08	72.95	NA
Personnel-Non-Fed Certified Clsrm FTE	59.04	65.80	67.82	NA
Avg Salary-Non-Fed Cert Clsrm FTE	39,929	39,921	43,750	NA
Net Legal Balance (Excl Cat & QZAB)	727,444	1,085,699	785,870	499,125**

\*Used 3 qtr ADM prior to ASR release

\*\*Balance calculated from Fund Balance Report period 1-13 of 2009

**District Actions**

**Effective for the 2009-2010 school year Ms. Megan Witonski is Superintendent for the District**



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

November 5, 2009

**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

Ms. Megan Witonski  
Wickes School District  
130 School Dr.  
Wickes, AR 71973

Dear Ms. Witonski:

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Wickes School District has been identified by the Arkansas Department of Education (Department) as a school district in Fiscal Distress. According to Ark. Code Ann. § 6-20-1904, the Wickes School District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress, including:

- Wickes School District has a declining balance determined to jeopardize the fiscal integrity of your school district, and
- Any other fiscal conditions of a school district deemed to have a detrimental negative impact on the continuation of educational services by the Wickes School District.

The Arkansas State Board of Education (SBE) will be requested by the Department to classify the Wickes School District as being in Fiscal Distress at its meeting on December 14, 2009, to be held at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock, Arkansas. I have attached to this letter a copy of the Department Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program. The attached document will provide information and details on the process concerning an appeal of the of the identification status. An appeal will be heard at the December 14, 2009 SBE Meeting. Additional information may be found in Arkansas Code Ann. § 6-20-1901 et seq.

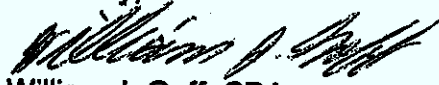
Ark. Code Ann. §6-20-1907 states that no school district identified by the Department as being in Fiscal Distress may incur any debt without prior written approval from the Department. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or its liabilities. The district is required to obtain prior written approval from the Department, effective with its receipt of this letter. Please retain this notice in your District audit file.

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

Fiscal Distress Identification  
Page 2

Should the district have questions or comments, please contact Hazel Burnett, at (501) 682-5124.

Sincerely,



William J. Goff, CPA  
Assistant Commissioner  
Fiscal and Administrative Services

WJG:ddm

cc: Dr. Tom Kimbrell  
Tripp Walter, Interim General Counsel  
Ms. Hazel Burnett  
Senator Larry Teague  
Representative Bill Abernathy  
Mr. Doug Curtis, School Board President

District LEA	5705000
District Description	WICKES SCHOOL DISTRICT
FY-07 Legal Balance	1,226,532
FY-07 Restricted SOF	143,108
FY-07 Deposits with Paying Agents	0
FY-07 Current Loans	0
FY-07 Unrestricted Legal Balance	1,083,424
FY-08 Legal Balance	1,056,495
FY-08 Restricted SOF	271,817
FY-08 Deposits with Paying Agents	0
FY-08 Current Loans	0
FY-08 Unrestricted Legal Balance	784,678
FY 07-FY 08 % Change	-27.57%
FY-09 Legal Balance	650,013
FY-09 Restricted SOF	153,165
FY-09 Deposits with Paying Agents	0
FY-09 Current Loans	0
FY-09 Unrestricted Legal Balance	496,849
FY 08-FY 09 % Change	-36.68%
Two Year Change	(586,575)
Two Year Projected Balance	(89,726)
FY-10 Legal Balance	317,845
FY-10 Restricted SOF	(166,741)
FY-10 Deposits with Paying Agents	0
FY-10 Current Loans	0
FY-10 Unrestricted Legal Balance	151,104
FY 09 Actual-FY 10 Budget % Change	-69.59%

**Yellville-Summit School District**  
**LEA # 4502**  
**Marion County**

**Fiscal Distress Indicators and Additional Concerns:**

\* A declining balance determined to jeopardize the fiscal integrity of the school district

<b>District Profile:</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Superintendent</b>	<b>Jack Leatherman</b>	<b>Jack Leatherman</b>	<b>Jack Leatherman</b>	<b>Jack Leatherman</b>
4 QTR ADM	931	898	885	860*
Assessment	47,919,372	50,019,329	52,744,249	56,703,541
Total Mills	34.08	36.98	36.98	36.98
Total Debt Bond/Non Bond	2,760,943	6,121,493	7,179,450	6,930,000
Per Pupil Expenditures	7,522	8,001	8,509	NA
Personnel-Non-Fed Certified FTE	77.01	87.86	80.12	NA
Personnel-Non-Fed Certified Clsrm FTE	72.86	81.62	74.76	NA
Avg Salary-Non-Fed Cert Clsrm FTE	39,325	36,356	41,653	NA
Net Legal Balance (Excl Cat & QZAB)	1,875,426	1,838,478	1,011,654	522,713**

\*Used 3 Qtr ADM prior to ASR release

\*\*Balance calculated from Fund Balance Report period 1-13 of 2009

**District Actions**

**Effective for the 2009-2010 school year Mr. John Dwyer is Interim Superintendent for the District.**



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
*Commissioner*

October 14, 2009

**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. Jack Leatherman, Superintendent  
Yellville-Summit School District  
1124 North Panther Ave.  
Yellville, AR 72687

Dear Dr. Leatherman:

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Yellville-Summit School District has been identified by the Arkansas Department of Education (Department) as a school district in Fiscal Distress. According to Ark. Code Ann. § 6-20-1904, the Yellville-Summit City School District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress, including:

- Yellville-Summitt School District has a declining balance determined to jeopardize the fiscal integrity of your school district, and
- Any other fiscal conditions of a school district deemed to have a detrimental negative impact on the continuation of educational services by the Yellville-Summit School District.

The Arkansas State Board of Education (SBE) will be requested by the Department to classify the Yellville-Summit School District as being in Fiscal Distress at its meeting on December 14, 2009, to be held at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock, Arkansas. I have attached to this letter a copy of the Department Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program. The attached document will provide information and details on the process concerning an appeal of the of the identification status. An appeal will be heard at the December 14, 2009 SBE Meeting. Additional information may be found in Arkansas Code Ann. § 6-20-1901 et seq.

Ark. Code Ann. §6-20-1907 states that no school district identified by the Department as being in Fiscal Distress may incur any debt without prior written approval from the Department. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or its liabilities. The district is required to obtain prior written approval from the Department, effective with its receipt of this letter. Please retain this notice in your District audit file.

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

Should the district have questions or comments, please contact Hazel Burnett, at (501) 682-5124.

Sincerely,



William J. Goff, CPA  
Assistant Commissioner  
Fiscal and Administrative Services

WJG:ddm

cc: Dr. Tom Kimbrell  
Tripp Walter, Interim General Counsel  
Ms. Hazel Burnett  
Senator Johnny Key  
Representative Monty Davenport  
Ms. Eve West, School Board President

<b>District LEA</b>	<b>4502000</b>
<b>District Description</b>	<b>YELLVILLE-SUMMIT SCHOOL DIST.</b>
<b>FY-07 Legal Balance</b>	<b>1,875,319</b>
<b>FY-07 Restricted SOF</b>	<b>90,535</b>
<b>FY-07 Deposits with Paying Agents</b>	<b>0</b>
<b>FY-07 Current Loans</b>	<b>0</b>
<b>FY-07 Unrestricted Legal Balance</b>	<b>1,784,783</b>
<b>FY-08 Legal Balance</b>	<b>1,014,663</b>
<b>FY-08 Restricted SOF</b>	<b>31,419</b>
<b>FY-08 Deposits with Paying Agents</b>	<b>0</b>
<b>FY-08 Current Loans</b>	<b>0</b>
<b>FY-08 Unrestricted Legal Balance</b>	<b>983,244</b>
<b>FY 07-FY 08 % Change</b>	<b>(0.4491)</b>
<b>FY-09 Legal Balance</b>	<b>530,219</b>
<b>FY-09 Restricted SOF</b>	<b>32,806</b>
<b>FY-09 Deposits with Paying Agents</b>	<b>0</b>
<b>FY-09 Current Loans</b>	<b>0</b>
<b>FY-09 Unrestricted Legal Balance</b>	<b>497,413</b>
<b>FY 08-FY 09 % Change</b>	<b>(0.4941)</b>
<b>Two Year Change</b>	<b>(1,287,370)</b>
<b>Two Year Projected Balance</b>	<b>(789,958)</b>
<b>FY-10 Legal Balance</b>	<b>(334,677)</b>
<b>FY-10 Restricted SOF</b>	<b>219,703</b>
<b>FY-10 Deposits with Paying Agents</b>	<b>0</b>
<b>FY-10 Current Loans</b>	<b>0</b>
<b>FY-10 Unrestricted Legal Balance</b>	<b>(114,975)</b>
<b>FY 09 Actual-FY 10 Budget % Change</b>	<b>(1.2311)</b>





# ARKANSAS DEPARTMENT OF EDUCATION

November 4, 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. Donny G. Collins  
Superintendent  
Fordyce School District  
P. O. Box 7 06  
Fordyce, AR 71742

Re: Second Year of Accredited-Probationary Status for Fordyce High School

Dear Superintendent Collins:

I am writing to advise you that it has become necessary to remove the consideration of your school's second year of probationary status from the November 9, 2009 agenda of the State Board of Education (State Board).

The State Board of Education will now take this matter into consideration at its scheduled meeting on Monday, December 14, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 9:00 a.m.

If you have not previously submitted comments in writing for the State Board's consideration and wish to do so, you may submit your comments to my office by noon on Wednesday, December 2, 2009. If you prefer, you may fax the comments to me at (501) 682-4249. If you have already submitted comments, they will be included in the State Board's agenda materials for its December meeting.

*Tripp Walter*  
Tripp Walter

Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit

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

# Fordyce Public Schools

Office of the Superintendent  
P.O. Box 706  
Fordyce, Arkansas 71742-7187

October 22, 2009

Tripp Walter  
Interim General Counsel  
#4 Capitol Mall  
Little Rock, AR 72201-1019

Dear Mr. Walter:

The purpose of this letter is to notify you of the actions that Fordyce School District has taken concerning the failure to meet school standards for two (2) consecutive years.

1. The High School Principal and School Superintendent resigned effective June 30, 2009. These positions have been filled with personnel with the correct certifications. The accreditation problems at the high school for the two (2) consecutive years have been corrected with documentation available to support our efforts.
2. We have contacted the appropriate personnel at teacher licensure and standards assurance for assistance to make sure we are in compliance.

We ask that the State Board to consider the above actions on our behalf in its decision as required by law.

Sincerely,



Donny G. Collins  
Superintendent  
Fordyce School District

RECEIVED  
ATTORNEY'S OFFICE  
OCT 26 2009  
DEPARTMENT OF EDUCATION  
GENERAL DIVISION



# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 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. Donny G. Collins  
Superintendent  
Fordyce School District  
P. O. Box 7 06  
Fordyce, AR 71742

Re: Second Year of Accredited-Probationary Status for Fordyce High School

Dear Superintendent Collins:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. § 6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all Standards for Accreditation for two (2) consecutive years.

The Fordyce High School was identified as Accredited-Probationary by the Department on May 15, 2008, as well as May 15, 2009. Ark. Code Ann. § 6-15-207 (c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet Standards for Accreditation for two (2) consecutive years:

- (1) Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
- (2) Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
- (3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
- (4) Require a school district to close down or dissolve a particular school or schools within a school district;
- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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72201-1019  
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ArkansasEd.org

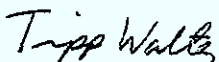
- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- (7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
- (8) Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

Please be advised that this is your written notice that should you wish to submit any comments in writing, you may do so by submitting to my office by noon on Wednesday, October 28, 2009. Given the fact that the district's opportunity to appeal has elapsed, the State Board of Education will be considering its final action as required by law.

**The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 9, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 1:00 p.m.**

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit



# ARKANSAS DEPARTMENT OF EDUCATION

November 4, 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  
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Dr. Ben Mays  
*Clinton*

Toyce Newton  
*Crossett*

Mr. Max Dyson  
Superintendent  
Hamburg School District  
202 East Parker Street  
Hamburg, AR 71646

Re: Second Year of Accredited-Probationary Status for Hamburg High School

Dear Superintendent Dyson:

I am writing to advise you that it has become necessary to remove the consideration of your school's second year of probationary status from the November 9, 2009 agenda of the State Board of Education (State Board).

The State Board of Education will now take this matter into consideration at its scheduled meeting on Monday, December 14, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 9:00 a.m.

If you have not previously submitted comments in writing for the State Board's consideration and wish to do so, you may submit your comments to my office by noon on Wednesday, December 2, 2009. If you prefer, you may fax the comments to me at (501) 682-4249. If you have already submitted comments, they will be included in the State Board's agenda materials for its December meeting.

*Tripp Walter*

Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit

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



**HAMBURG SCHOOL DISTRICT**  
202 East Parker Street  
Hamburg, Arkansas 71646  
Phone (870)853-9851 Fax (870)853-2842  
*Max N. Dyson, Superintendent*  
mdyson@hsdlions.org

October 23, 2009

Mr. Tripp Walter  
Interim General Counsel  
Arkansas Department Of Education  
Four Capital Mall  
Little Rock, Ar 72201

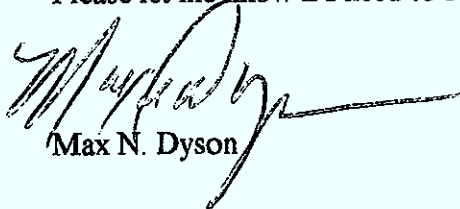
Dear Mr. Walter,

I received your letter concerning the fact that Hamburg High School did not meet all Standards for Accreditation for two consecutive years. I am in my first year as Superintendent of the District and have made it my number one goal for the 2009-2010 school year to see that we meet all standards while continuing to challenge and motivate our students.

I chose not to appeal because in my opinion we had nothing to appeal. We clearly did not meet standards, but I assure you and the State Board that we will do so this school year. Ms Doretta Griffin, our compliance Officer of the district has been told by me that this is her primary focus for the year and that we will not place a person in a class room if they are not licensed, and or approved by the Department of Education.

I am enclosing information compiled by Ms Griffin that will be helpful in our defense.

Please let me know if I need to send anything else.

  
Max N. Dyson

RECEIVED  
GENERAL COUNSEL OFFICE

OCT 23 2009

DEPARTMENT OF EDUCATION  
GENERAL DIVISION



**HAMBURG SCHOOL DISTRICT**  
**202 East Parker Street**  
**Hamburg, Arkansas 71646**  
**Phone (870)853-9851 Fax (870)853-2842**

Max Dyson  
Superintendent  
[m.dyson@hamburgschools.org](mailto:m.dyson@hamburgschools.org)

Doretta Griffin  
Administrative Assistant  
[dgriffin@hamburgschools.org](mailto:dgriffin@hamburgschools.org)

TO: Tripp Walter, Interim General Counsel

FROM: Doretta A. Griffin, Administrator  
Compliance/Licensure/OCR/Testing/ESL/Recruitment

DATE: October 22, 2009

RE: Second Year of Accreditation-Probationary Status - Hamburg High School

The Hamburg School District received probationary status for the high school two years consecutively (2007-08 and 2008-09) because the certified teacher/s who taught environmental science was not certified to teach in that area for the two years.

The 2008-09 school year members of ADE's Standards Assurance team visited on October 1, 2008. Shade Gilbert led that team and met at the high school with Doretta Griffin, the high school principal and counselor in the counselor's office. Mr. Gilbert reported to the district at that time that the science teacher was not certified and that if not corrected the district would be cited a second time and receive probation. A half unit of a history course was not in place at the time of the visit but it was corrected.

This citing has been corrected and the certified teacher who teaches science is certified in multiple areas.

**ESL Coordinator, Testing Coordinator, Minority Recruiter,  
OCR, Comprehensive Compliance & Licensure**

### **Accreditation Report to the Public**

The Hamburg School District receives its accreditation status from the Arkansas Department of Education. The reports are mailed to school districts and reflect a three-year history of accreditation. A listing is available on the district's web page for public viewing and is published each year for two weeks in the newspaper as required by the AR Dept. of Education compliance standards..

The 2008-2009 Accreditation Report shows that each of the elementary schools - Wilmot Elementary, Noble Elementary, Portland Elementary and Allbritton Upper Elementary – is “Accredited”. The status for Hamburg Junior High and Hamburg High School is Accredited-Probationary. The Probationary status dealt with certification issues and has now been resolved.

The district now has the personnel on staff for the two schools with probationary status. The goal is to obtain “Accredited” status for each school and to retain that status. It is the expectation of the district to receive “Accredited” status for each of the schools in the district for the 2009-2010 school year. If you have questions regarding the status of schools, contact Doretta A. Griffin, Compliance & Licensure Chair (870/853-9851). Thanks to the Hamburg School Board, faculty, staff, and community members for all your efforts. It is greatly appreciated.

5/30/09  
D. Griffin





# **Hamburg School District**

## **Accreditation Status Report**

### **2008-2009**

#### **Wilmot Elementary School**

*Accredited*

#### **Noble Elementary School**

*Accredited*

#### **Portland Elementary School**

*Accredited*

#### **Allbritton Upper Elementary School**

*Accredited*

#### **Hamburg Junior High School**

*Accredited - Probationary*

**Corrections:** Math teacher not certified - had long-term sub teaching math last year; that teacher is now in the MAT program and the 8th grade Math teacher has filed ADE paperwork to teach Algebra I and will Receive the training through a state approved program. She will also take the needed exam to complete the endorsement.

Physical/Earth Science teacher not certified - agriculture teacher was teaching environmental science for last two years (9th grade considered to be high school); 2007-08 the physical science teacher was not certified; environmental science certified teacher was hired at high school and physical science certified teacher is teaching at the junior high school

#### **Hamburg High School**

*Accredited - Probationary*

**Corrections:** Math teacher not certified - had long-term sub (Bannister) teaching math last year; that teacher is now in the MAT program and the 8th grade Math teacher has filed ADE paperwork to teach Algebra I and will receive the training through a state approved program. She will also take the needed exam to complete the endorsement.

Physical/Earth Science teacher not certified - agriculture teacher (Streeter 1st yr./Wallace 2nd yr.) was teaching environmental science for last two years; certified teacher has been hired for environmental science and physical science.



# **Hamburg School District**

## **Accreditation Status Report**

### **2007-2008**

#### **Wilmot Elementary School**

##### ***Accredited - Probationary***

- Art Teacher position not filled
- Elementary Principal status

#### **Noble Elementary School**

##### ***Accredited - Probationary***

- Art Teacher position not filled
- Art Teacher position not filled

#### **Portland Elementary School**

##### ***Accredited - Probationary***

- Art Teacher position not filled

#### **Allbritton Upper Elementary School**

##### ***Accredited - Probationary***

- Art Teacher position not filled
- Art Teacher position not filled

#### **Hamburg Junior High School**

##### ***Accredited - Cited***

- Physical Science Teacher not certified

#### **Hamburg High School**

##### ***Accredited - Probationary***

- American History {Visit from ADE - course levels (400000 Amer. History for 1 yr course- currently only have ½ yr course)} Soc Stu Elective
- Physical Science Teacher not certified
- Environmental Science Teacher not certified

May 5, 2008

Mr. Shade Gilbert  
Standards Assurance Unit Specialist  
AR Department of Education  
#4 Capitol Mall – Room 202B  
Little Rock, AR 72201

RE: 02-03 Hamburg School District; Hamburg, AR 71646

Dear Mr. Gilbert:

Enclosed please find corrections to the initial violations listed for the 2007-2008 school year accreditation reporting. Each school is listed separately with corrections needed.

Thank you for your assistance in this matter. Your efforts, time and assistance is greatly appreciated. If additional concerns or corrections are deemed necessary, please do not hesitate to contact Doretta Griffin, who works with compliance issues for the district, at the administration office. She will be responsible for forwarding corrections to your office.

Sincerely,

Keith R. Alexander  
Superintendent of Schools

KRA/dag  
05/05/08

Corrections listed in blue.

State citing listed in red.

**02-03-016**

**Allbritton Upper Elementary School**

This campus houses grades 4-6.

8316      Grade Level

Donald Wayne

7060 Dean of Students

Mr. Wayne is certified in the areas of 082 Sec Phy Ed 7-12, 086 Middle Sch PE 5-8, M S Soc Studies 5-8, 167 Social Studies 7-12, and 417 Dr Ed Endo 7-12. A copy of his certificate is attached.

8316      Grade Level

Sandra Oliver

366120    Reading Developmental Skills Grade 6

Course listing will be corrected to read #366130. Mrs. Oliver is certified to teach 001 Early Child Ed p-4, 051 Reading 1-12, and 183 Elem K-6. A copy of her certificate is attached.

8311      Not Certified

Delores A Cook

The district has had an opening for Elementary Art for a year or more. A certified teacher could not be found; therefore, a substitute for Elementary Art classes was hired for long-term. Mrs. Cook later entered the NTL program (August 2007) and completed classes/sessions through December. She was given one semester to pass all six tests needed in PRAXIS I and II; however, she only passed three. The NTL program notified the district of her removal from the NTL program in December. She has remained to substitute the rest of the year because an art teacher could not be found. A teacher will be hired for the 2008-09 school year.

8313      Job Not Certified      9/1/2009

Margaret A Collins

355120    Reading Developmental Skills Grade 5

Course listing will be corrected to read #355130. Mrs. Collins is certified to teach 001 Early Child Ed P-4 and 183 Elem K-6. A copy of her certificate is attached.

8313      Job Not Certified      9/1/2009

Paula J McDuffee

366120    Reading Developmental Skills Grade 6

Course listing will be corrected to read #366160. Mrs. McDuffee is certified to teach 056 Middle Sch Eng 5-8 and 184 Elem 1-6. A copy of her certificate is attached.

8313      Job Not Certified      9/1/2009

Melissa J Burns

355120    Reading Developmental Skills Grade 5

Course listing will be corrected to read #355130. Mrs. Burns-Bell is certified to teach 184 Elem 1-6. A copy of her certificate is attached.

8313      Job Not Certified      9/1/2009

Freida Fischer

366120    Reading Developmental Skills Grade 6

Course listing will be corrected to read #366130. Mrs. Fischer is certified to teach 230 Sp Ed Inst Spec 4-12 and 231 Sp Ed Ech Inst Spec P-4. A copy of her certificate is attached.

8316      Grade Level

Curry Martin III

366540    Instrumental Music Grade 6

Mr. Martin is certified to teach 205 Instrumental Music P-8 and 206 Instrumental Music 7-12. A copy of his certificate is attached.

8313      Job Not Certified      9/1/2009

Andrea R Day

355120    Reading Developmental Skills Grade 5

Course listing will be corrected to read #355130. Mrs. Day is certified to teach 184 Elem 1-6. A copy of her certificate is attached.

8317      Not HQT

Andrea R Day

355010    Grade 5

Copy of HQT report from COGNOS is attached. Mrs. Day is certified to teach 184 Elem 1-6 and has been with this district for three (3) years. Certificate attached for previous citing.

8311 Not Certified

John Scroggins

The district advertised for an Art teacher during the spring/summer of 2007. There were no applicants in the southeast section of Arkansas. There were no applicants from other parts of the state that were willing to move to southeast Arkansas. Mr. Scroggins entered into the NTL program of cohorts that began in August, 2007 and tested. He passed four of the six tests needed to continue in the NTL program. Mr. Scroggins opted to discontinue the program in October of 2007, resigned from the district and a substitute was hired to complete the semester and subsequently the year. If more time had been permitted to complete the testing, he would have remained in the program and position. He felt extremely rushed in the program with less than a full semester of time to complete the needed tests. The district advertised for the position and hired a substitute to fill in for the remainder of the year. This sub has an Art degree but not in education; however, this summer she enters the MAT program.

8313 Job Not Certified 9/1/2009

Jo A Griffith

355120 Reading Developmental Skills Grade 5

Course listing will be corrected to read #7090. Mrs. Griffith is certified to teach 184 Elem 1-6 and 159 M S Soc Studies 5-8. A copy of her certificate is attached.

8313 Job Not Certified 9/1/2009

Jo A Griffith

366120 Reading Developmental Skills Grade 6

Course listing will be corrected to read #7090. Mrs. Griffith is certified to teach 184 Elem 1-6 and 159 M S Soc Studies 5-8. A copy of her certificate is attached.

8313 Job Not Certified 9/1/2009

Gale A Freeman

366120 Reading Developmental Skills Grade 6

Course listing will be corrected to read #366130. Ms. Freeman is certified to teach 184 Elem 1-6, 230 Sp Ed Inst Spec 4-12 and 231 Sp Ed Ech Inst Spe P-4. A copy of her certificate is attached.

**02-03-017****Hamburg Junior High School**

The **junior high school campus** configuration is comprised of **grades 7 through 9** and the **high school campus** configuration has grades **10 through 12**.

2400      Secondary Courses

## 01    English 9-12

410000 English is offered on the junior high campus and 41000A English is offered for AP English to ninth graders. English for grades 10, 11, and 12 is offered on the high school campus.

## 02    Oral Communication/Drama

414010 and 414000 Oral Communication is offered on the high school campus.

516021 Drama I, 516022 Drama II, and 516023 Drama II are offered on the high school campus.

## 03    Journalism

415000 Journalism/Yearbook and 415001 Journalism/Newspaper is offered on the high school campus.

## 04    Biology

420000 Biology is offered at the high school campus.

## 05    Chemistry

421000 Chemistry is offered at the high school campus.

## 06    Physics

422000 Physics is offered at the high school campus.

## 07    Science Electives

The following science classes are offered to junior high students:  
377210 Life Science, 972200 Resource Science, 972700 Resource Sociology, 423000 Physical Science, 388210 Earth Science

## 09    Algebra II

432000 is offered at the high school

## 10    Geometry

431000 is offered at the high school

11 Pre-Calculus

433000 Pre Calculus is offered at the high school

12 Math Electives

The following math classes are offered on the junior high and high school campuses: 388310 Pre Algebra, 430000 Algebra, 433000 Pre Calculus, 439030 Algebraic Connections, 432000 Algebra II, 431000 Geometry, 439070 Algebra III, 439901 Survey of Math

13 Foreign Language I

The following foreign language classes are offered at the high school campus: 440000 Spanish I, and 441000 French I

14 Foreign Language II

The following foreign language class is offered at the high school campus: 440000 Spanish II.

18 Fine Arts Elective/adv

The following fine arts classes are offered on the junior high campus: 358530 Choir, 45200A Choir, 452000 Choir, 388540 Band, 451000 Band, 37754A Band 358510 Art, and 450000 Art I. Career & Technical classes are also offered on this campus.

The following fine arts classes are offered on the high school campus: 414000 Oral Communications, 516021 Drama I, 516023 Drama II, 452000 Grand Choir, 651000 Piano lab, 452020 Concert Choir, 552010 Vocal Music, 450000 Art, 450021 Advanced Art, and 450022 Computer Graphics. Career & Technical classes are also offered on this campus.

19 American History

388710 American History is offered on the junior high campus.

20 World History

471000 World History is offered on the high school campus.



### 23 Social Studies Elective

The following electives are offered on the junior high campus: 377710 Geography, 378720 Arkansas History, and 472100 Civics/Government. The following electives are offered on the high school campus: 470030 Contemporary US History, 472100 Civics/Government, and 579170 European History.

### 26 Career & Technical

Medical Professions, East Lab, Agriculture, Business Technology, Accounting, Keyboarding and Career Orientation classes are all offered on the junior high and high school campuses.

3241 7-12 Total Students

Harriet H Lovett

999867 skills class was added into the total number of students and should not apply to the total number. It serves as homeroom.

3241 7-12 Total Students

Clyde D Mitchell Jr

999869 skills class was added into the total number of students and should not apply to the total number. It serves as homeroom.

8313 Job Not Certified 9/1/2009

Clyde D Mitchell Jr

423000 Physical Science

Mr. Mitchell is currently certified in the following areas: 312 Build Admin P-8, 313 Build Admin 7-12, 131 General Science 7-12, and Life/Earth Science 7-12. A copy of his certificate is attached. The teacher has resigned and will be moving to Oklahoma at the end of the school year.

3241 7-12 Total Students

LaDonna C Medlin

388110 Language Arts Grade 8

999868 skills class was added into the total number of students and should not apply to the total number. It serves as homeroom.

8313      Grade Level  
            Tammy E Streeter

7060      Dean of Students  
Mrs. Streeter is currently certified in 139 Middle School Science 5-8 and 184 Elementary 1-6. A copy of her certificate is attached. She is enrolled in classes to complete certification in the principalship.

3241      7-12 Total Students  
            Brady M Barnes  
999867 skills class was added into the total number of students and should not apply to the total number. It serves as homeroom.

3241      7-12 Total Students  
            Rebecca Adams  
999867 skills class was added into the total number of students and should not apply to the total number. It serves as homeroom.

8311      Not Certified  
            Don Wallace  
Mr. Wallace was in the NTL program from August to December. We received a letter from ADE that he was no longer in the program in December, 2007. Mr. Wallace was a substitute as we advertised and searched for a new teacher. He has resigned and another teacher was hired and is now in place.

3241      7-12 Total Students  
            Lisha Davis  
999867 skills class was added into the total number of students and should not apply to the total number. It serves as homeroom.

3241      7-12 Total Students  
            Terri L Barnes  
999867 skills class was added into the total number of students and should not apply to the total number. It serves as homeroom.

3241      7-12 Total Students  
            Lynda K Chapman  
999868 skills class was added into the total number of students and should not apply to total number. It serves as homeroom.

3241 7-12 Total Students

Russell Kelley

999868 skills class was added into the total number of students and should not apply to total number. It serves as homeroom.

3241 7-12 Total Students

Rita Donaldson

999869 skills class was added into the total number of students and should not apply to total number. It serves as homeroom.

8316 Grade Level

Curry Martin III

388540 Instrumental Music Grade 8

Mr. Martin is certified in the following areas: 205 Instrumental Music P-8 and 206 Instrumental Music 7-12. A copy of his certificate and class rosters are attached.

8316 Grade Level

Marc A Stringer

999810 Football/Basketball/Track

Mr. Stringer is certified in the following areas: 227 PE/Wellness/LEI P-8, 228 PE/Wellness/LEI 7-12, and 293 Coaching 7-12. A copy of his certificate is attached.

3241 7-12 Total Students

Kerra Sawyer

999868 skills class was added into the total number of students and should not apply to total number. It serves as homeroom.

3241 7-12 Total Students

Bettye J Dillard

999867 skills class was added into the total number of students and should not apply to total number. It serves as homeroom.

3241 7-12 Total Students

Julie W Carter

999869 skills class was added into the total number of students and should not apply to total number. It serves as homeroom.

8316        Grade Level

              Martin L Elliott

971540 Special Education Self-Contained (T/P Ratio 1-10)

Mr. Elliott is certified in the following areas: 230 Sp Ed Inst Spec 4-12 and 231 Sp Ed Ech Inst Spec P-4. A copy of his certificated is attached.

8316        Grade Level

              Martin L Elliott

972100 Special Education Language Arts

Mr. Elliott is certified in the following areas: 230 Special Education Inst Spec 4-12 and 231 Special Education Ech Inst Spec P-4. A copy of his certificate is attached.

8316        Grade Level

              Martin L Elliott

972110 Special Education Reading

Mr. Elliott is certified in the following areas: 230 Special Education Inst Spec 4-12 and 231 Special Education Ech Inst Spec P-4. A copy of his certificate is attached.

8316        Grade Level

              Martin L Elliott

972200 Special Education Science

Mr. Elliott is certified in the following areas: 230 Special Education Inst Spec 4-12 and 231 Special Education Ech Inst Spec P-4. A copy of his certificate is attached.

8316        Grade Level

              Martin L Elliott

972300 Special Education Mathematics

Mr. Elliott is certified in the following areas: 230 Special Education Inst Spec 4-12 and 231 Special Education Ech Inst Spec P-4. A copy of his certificate is attached.

8316        Grade Level

              Martin L Elliott

972700 Special Education Social Studies

Mr. Elliott is certified in the following areas: 230 Special Education Inst Spec 4-12 and 231 Special Education Ech Inst Spec P-4.

**02-03-018****Hamburg High School**

The **junior high school campus** configuration is comprised of **grades 7 through 9** and the **high school campus** configuration has grades **10 through 12**.

2400 Secondary Courses

17 Instrumental Music

The following band/music classes are offered at the high school:

551040 Band IV, 551010 Instrumental Music, 551030 Band III, 551020 Band II, and 651000 Piano Lab.

19 American History

470030 Contemporary US History, 570020 AP US History, 472100 Civics/Government, 471000 World History

22 Arkansas History

AR History is offered on the junior high campus which has grades 7-9.

8313 Job Not Certified 9/1/2009

Clyde D Mitchell Jr

423000 Physical Science

Mr. Mitchell is currently certified in the following areas: 312 Build Admin P-8, 313 Build Admin 7-12, 131 General Science 7-12, and Life/Earth Science 7-12. A copy of his certificate is attached. The teacher will resign at the end of the school year and is moving to Oklahoma.

8313 Job Not Certified 9/1/2009

Gregory N Johnson

999810 Football/Basketball/Track

Mr. Johnson is currently certified in the following areas: 169 Phys/Earth Science 7-12, 293 Coaching 7-12, and 6541 Principles of Technology 9-12. A copy of his certificate is attached.

8313 Job Not Certified 9/1/2009

David Streeter

425010 ADE Approved Earth Science

Mr. Streeter is currently certified in the following areas: 217 Agri Sci & Tech 4-8 and Agri Sci & Tech 7-12. A copy of his certificate is attached.

8311 Not Certified

Don Wallace

Mr. Wallace was in the NTL program from August to December. We received a letter from ADE that he was no longer in the program in December, 2007. Mr. Wallace was a substitute as we advertised and searched for a new teacher. A new teacher was hired and is now in place.

8316 Grade Level

Martin L Elliott

972100 Special Education Language Arts

Mr. Elliott is certified in the following areas: 230 Sp Ed Inst Spec 4-12 and 231 Sp Ed Ech Inst Spec P-4. A copy of his certificate is attached.

8316 Grade Level

Martin L Elliott

972110 Special Education Reading

Mr. Elliott is certified in the following areas: 230 Sp Ed Inst Spec 4-12 and 231 Sp Ed Ech Inst Spec P-4. A copy of his certificate is attached.

8316 Grade Level

Martin L Elliott

972200 Special Education Science

Mr. Elliott is certified in the following areas: 230 Sp Ed Inst Spec 4-12 and 231 Sp Ed Ech Inst Spec P-4. A copy of his certificate is attached.

8316 Grade Level

Martin L Elliott

972300 Special Education Mathematics

Mr. Elliott is certified in the following areas: 230 Sp Ed Inst Spec 4-12 and 231 Sp Ed Ech Inst Spec P-4. A copy of his certificate is attached.

**02-03-019**

**Wilmot Elementary School**

This campus is comprised of Pre-K through 6th grade.

8313      Job Not Certified      9/1/2009

----- John W Dillard

2010 Elementary School Principal

Mr. Dillard is currently certified in the following areas: 311 District Administrator P-12, 403 Secondary Principal 5-12, 082 Secondary Physical Education 7-12 and 131 General Science 7-12. A copy of his certificate is attached.

8311      Not Certified

Delores A Cook

The district has had an opening for Elementary Art for a year or more. A certified teacher could not be found; therefore, a substitute for Elementary Art classes was hired for long-term. Mrs. Cook later entered the NTL program (August 2007) and completed classes/sessions through December. She was given one semester to pass all six tests needed in PRAXIS I and II; however, she only passed three. The NTL program notified the district of her removal from the NTL program in December. She has remained to complete the rest of the year because an art teacher could not be found. A teacher will be hired for the 2008-09 school year.

8316      Grade Level

Roderick Gill

366130    Reading Grade 6

Mr. Gill is certified to teach in the following areas: 056 Middle School English 5-8 and 184 Elementary 1-6. A copy of his certificate is attached.

8316      Grade Level

Marilyn A Allbritton

200110 K. Language Arts

Ms. Allbritton is certified to teach in the following areas: 001 Early Child Ed P-4 and 183 Elementary K-6. A copy of her certificate is attached.



8317 Not HQT

Brian K Medlin

355110 Language Arts Grade 5

Mr. Medlin is certified to teach 184 Elementary 1-6. A copy of his certificate and a copy of the HQT report from COGNOS are attached.

8317 Not HQT

Brian K Medlin

355130 Reading Grade 5

Mr. Medlin is certified to teach 184 Elementary 1-6. A copy of his certificate and a copy of the HQT report from COGNOS are attached.

8317 Not HQT

Brian K Medlin

355210 Science Grade 5

Mr. Medlin is certified to teach 184 Elementary 1-6. A copy of his certificate and a copy of the HQT report from COGNOS are attached.

8317 Not HQT

Brian K Medlin

355310 Mathematics Grade 5

Mr. Medlin is certified to teach 184 Elementary 1-6. A copy of his certificate and a copy of the HQT report from COGNOS are attached.

8317 Not HQT

Brian K Medlin

355710 Social Studies Grade 5

Mr. Medlin is certified to teach 184 Elementary 1-6. A copy of his certificate and a copy of the HQT report from COGNOS are attached.

8317 Not HQT

Brian K Medlin

366210 Science Grade 6

Mr. Medlin is certified to teach 184 Elementary 1-6. A copy of his certificate and a copy of the HQT report from COGNOS are attached.



8316      Grade Level

            Kendra L Galloway

200920 K. Tools for Learning

The course listed above was in error and has been removed from the master schedule of classes. Mrs. Streeter-Galloway is certified to teach 184 Elementary 1-6. A copy of her certificate is attached. She does not teach kindergarten students in any of her classes. She teaches 3rd – 6th grades. An incorrect course number was keyed in and it has been deleted by the school. A copy of her certificate is attached.

**02-03-027**

**Portland Elementary School**

This campus is comprised of Pre-K through 6th grade.

8316      Grade Level

Janet Gillum

366130    Reading Grade 6

Ms. Gillum is certified in 184 Elementary 1-6. A copy of her certificated is attached.

8311      Not Certified

Delores A Cook

The district has had an opening for Elementary Art for a year or more. A certified teacher could not be found; therefore, a substitute for Elementary Art classes was hired for long-term. Mrs. Cook later entered the NTL program (August 2007) and completed classes/sessions through December. She was given one semester to pass all six tests needed in PRAXIS I and II; however, she only passed three. The NTL program notified the district of her removal from the NTL program in December. She has remained to complete the rest of the year because an art teacher could not be found. A teacher will be hired for the 2008-09 school year.

8316      Grade Level

Cristal C West

2010 Elementary School Principal

Mrs. West is certified in the following areas: 402 Elementary Principal K-9, 001 Early Childhood Education P-4, and 183 Elementary K-6. A copy of her certificate is attached.

**02-03-028****Noble Lower Elementary**

This campus is comprised of Pre-K through 3rd grade.

8316      Grade Level

Donald D Wayne

7060 Dean of Students

Mr. Wayne is certified in the following areas: 082 Secondary Physical Education 7-12, 086 Middle School PE 5-8, 159 Middle School Social Studies 5-8, 167 Social Studies 7-12 and 417 Drivers Education Endorsement 7-12. A copy of his certificate is attached.

8311      Not Certified

Delores A Cook

The district has had an opening for Elementary Art for a year or more. A certified teacher could not be found; therefore, a substitute for Elementary Art classes was hired for long-term. Mrs. Cook later entered the NTL program (August 2007) and completed classes/sessions through December. She was given one semester to pass all six tests needed in PRAXIS I and II; however, she only passed three. The NTL program notified the district of her removal from the NTL program in December. She has remained to complete the rest of the year because an art teacher could not be found. A teacher will be hired for the 2008-09 school year.

8316      Grade Level

Claudia Avery

7100 Coach/Lead Teacher (Math)

Mrs. Avery is certified in the following areas: 051 Reading 1-12, 184 Elementary 1-6, and 225 Business Technology 7-12. A copy of her certificate is attached. She is a math coach for teachers.

8316      Grade Level

Phyllis A Frazer

200920 K. Tools for Learning

Mrs. Frazer is certified in 184 Elementary 1-6. A copy of her certificate is attached.

8311 Not Certified

John Scroggins

The district advertised for an Art teacher during the spring/summer of 2007. There were no applicants in the southeast section of Arkansas. There were no applicants from other parts of the state that were willing to move to southeast Arkansas. Mr. Scroggins entered into the NTL program of cohorts that began in August, 2007 and tested. He passed four of the six tests needed to continue in the NTL program. Mr. Scroggins opted to discontinue the program in October of 2007, resigned from the district and a substitute was hired to complete the semester and subsequently the year. If more time had been permitted to complete the testing, he would have remained in the program and position. He felt extremely rushed in the program with less than a full semester of time to complete the needed tests.

8316 Grade Level

Tracy L Streeter

2010 Elementary School Principal

Mrs. Streeter is certified in the following areas: 402 Elementary Principal K-9, 001 Early Childhood Education P-4, and 183 Elementary K-6. A copy of her certificate is attached.

8313 Job Not Certified 9/1/2009

Jo A Griffith

7150 Consulting/Indirect Special Education Teacher

Mrs. Griffith is certified in the following areas: 159 Middle School Social Studies 5-8 and 184 Elementary 1-6. A copy of the certificate is attached. Code for teacher has been changed to 7090.

8316 Grade Level

Jo A Griffith

200110 K. Language Arts

Mrs. Griffith is certified in the following areas: 159 Middle School Social Studies 5-8 and 184 Elementary 1-6. A copy of the certificate is attached. Code for teacher has been changed to 7090.

8316      Grade Level  
            Jo A Griffith

200120 K. Reading

Mrs. Griffith is certified in the following areas: 159 Middle School Social Studies 5-8 and 184 Elementary 1-6. A copy of the certificate is attached. Code for teacher has been changed to 7090.

8316      Grade Level  
            Jo A Griffith

200210 K. Science

Mrs. Griffith is certified in the following areas: 159 Middle School Social Studies 5-8 and 184 Elementary 1-6. A copy of the certificate is attached. Code for teacher has been changed to 7090.

8316      Grade Level  
            Jo A Griffith

200310 K. Mathematics

Mrs. Griffith is certified in the following areas: 159 Middle School Social Studies 5-8 and 184 Elementary 1-6. A copy of the certificate is attached. Code for teacher has been changed to 7090.

8316      Grade Level  
            Jo A Griffith

200710 K. Social Studies

Mrs. Griffith is certified in the following areas: 159 Middle School Social Studies 5-8 and 184 Elementary 1-6. A copy of the certificate is attached. Code for teacher has been changed to 7090.

8316      Grade Level  
            Susan J Lawrence

5010 Elementary Library/Media Specialist

Mrs. Lawrence is certified in the following areas: 125 Instrumental Music K-12 and 502 Library Media I K-12. A copy of her certificate is attached.

8316      Grade Level  
            Penny M Woods

7110 Coach/Lead Teacher (Literacy)

Mrs. Woods is a literacy coach for teachers. She is certified in the following areas: 159 Middle School Social Studies 5-8 and 184 Elementary 1-6. A copy of her certificate is attached.

April 23, 2009

Mr. Shade Gilbert, Unit Specialist  
ADE - Standards Assurance Unit  
#4 Capitol Mall – Room 202B  
Little Rock, AR 72201

RE: 02-03 Hamburg School District; Hamburg, AR 71646

Dear Mr. Gilbert:

Enclosed please find corrections to the initial violations listed for the 2008-2009 school year accreditation reporting. Each school is listed separately with corrections needed.

Thank you for your assistance in this matter. Your efforts, time and assistance is greatly appreciated. If additional concerns or corrections are deemed necessary, please do not hesitate to contact Doretta Griffin, who works with compliance issues for the district, at the administration office. She will be responsible for forwarding corrections to your office.

Sincerely,

Marilyn Chambers  
Interim Superintendent of Schools

MC/dag  
04/09

Corrections listed in blue.

State citing listed in red.

**02-03-000**

**Hamburg School District**

This LEA is the district office.

8313 Job Not Cert      9/10/2011 Licensure Completion Deadline

Marilyn J. Chambers

Ms. Chambers was named Interim Superintendent at the beginning of the school year due an August resignation of the superintendent and the lateness of searching for a new Superintendent at the beginning of the school year.

Max Dyson has been hired by the Hamburg School Board to fill the Superintendent's position for the 2009-2010 school year.

**02-03-016**

**Allbritton Upper Elementary School**

This campus houses grades 4-6.

8314      Provisional

        Ryan C. Gillespie

244510 Grade 4 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8313 Job Not Cert    09/01/2010 Licensure Completion Deadline

        Pamela J. Hughes

Cite

366120 Reading Developmental Skills Grade 6

This is a job code error. Ms. Hughes teaches sixth grade reading.

8313 Job Not Cert    09/01/2010 Licensure Completion Deadline

        Frieda Fischer

Cite

244120 Grade 4 Reading

This is a job code error. Ms. Fischer only teaches students who are in special education.

8313 Job Not Cert    09/01/2011 Licensure Completion Deadline

        Frieda Fischer

355130 Reading Grade 5

This is a job code error. Ms. Fischer only teaches students who are in special education.

8313 Job Not Cert    09/01/2011 Licensure Completion Deadline

        Frieda Fischer

366130 Reading Grade 6

This is a job code error. Ms. Fischer only teaches students who are in special education.

8313 Job Not Cert    09/01/2011 Licensure Completion Deadline

        Milissa G. Pennington

355130 Reading Grade 5

This is a job code error. Ms. Pennington is one of the fourth grade teachers at this building.

8314      Provisional

        Stacey J. Holbrook

244510 Grade 4 Visual Arts

Ms. Holbrook is in the NTL program. Her certificate is attached.



8314      Provisional

-----      Stacey J. Holbrook

244510 Visual Art Grade 5 (\*\*\*)

Ms. Holbrook is in the NTL program. Her certificate is attached.

8314      Provisional

-----      Stacey J. Holbrook

366510 Visual Art Grade 6 (\*\*\*)

Ms. Holbrook is in the NTL program. Her certificate is attached.

**02-03-017****Hamburg Junior High School**

The **junior high school campus** configuration is comprised of **grades 7 through 9** and the **high school campus** configuration has grades **10 through 12**.

**2400 Secondary Courses**

Probation

**01 English 9-12**

9th grade English is offered at the HJHS

10th grade English is offered at the HHS

11th grade English is offered at the HHS

12th grade English is offered at the HHS

**02 Oral Communication/Drama**

Oral Communication is offered on the high school campus.

Drama is offered on the high school campus.

**03 Journalism**

Journalism is offered on the high school campus.

**04 Biology**

Biology is offered on the high school campus.

**05 Chemistry**

Chemistry is offered on the high school campus.

**06 Physics**

Physics is offered on the high school campus.

**07 Science Electives**

The following science courses are offered at the junior high: Life Science, Physical Science, and Earth Science. The following science courses are offered at the high school: Chemistry, Physics, Pre Ap Chemistry, Environmental Science, Biology, Pre AP Biology, Zoology, and Botany.

**09 Algebra 2**

Algebra II is offered on the high school campus.

**10 Geometry**

Geometry is offered on the high school campus.

**11 Pre-Calculus**

Pre Calculus is offered at the high school campus.

**12 Math Electives**

The following math courses are offered on the junior high campus: Algebra I, Pre Algebra, Math 7th grade, and Math 8th grade. The following math courses are offered on the high school campus: Algebraic Connections, Geometry, College Algebra, Survey of Math, Algebra II, Algebra III, Pre Calculus, and Trigonometry.

**13 Foreign Language 1**

Spanish I and Spanish II is offered at the high school.

#### 14 Foreign Language 2

French I and French II is offered at the high school.

#### 19 American History

American History is offered on the junior high campus.

#### 20 World History

World History is offered on the high school campus.

#### 23 Social Studies Elective

The junior high offers the following courses in social studies: Geography, Civics, Government, American History, and Arkansas History. The following courses are offered at the high school is social studies: US History, AP World History, World History, and AP Government.

#### 26 Career & Technical

The following C & T classes are offered at the **junior high**: Family Work Connections, Family & consumer Science, Career Orientation, Keyboarding, Agri Science, Computer Technology, and Computer Business Applications.

The following C & T classes are offered at the **high school**: Intr Nursing Skills, Med Procedures, Human Body, Career Spec, Med Terminology, Abnormal Psychology, East I, East II, East III, East IV, Computer Business Applications, Desktop Publishing I, Desktop Publishing II, Agri Structure, Bio Plant Science, Agri Science & Technology, Aquaculture, Electricity, Small Engine Repair, Foods & Nutrition, Nutrition & Wellness, Family Dynamics, Managing Personal Res, Clothing Mgmt, Parenting, Computerized Accounting, Agri Mechanics, Agri Metals, Forestry, and Mgmt of Natural Resources.

#### 3241 7-12 Total Students

----- Harriett H. Lovett Probation

Mrs. Lovett has a total of 154 students listed due to a Skills Connection course total that has been added into her numbers for student count. The 7th grade skills class (Course #999867) has 22 students. In her core classes she only has 132 students.

#### 8313 Job Not Cert 09/01/2009 Licensure Completion Deadline LaDonna C. Medlin Cite

#### 388110 Language Arts Grade 8

Ms. Medlin was certified in French P-8, French 7-12, and English Language Arts 7-12. Her certificate is attached and would not have expired until 12/31/2010. Ms. Medlin died on October 31, 2008 of this school year. Ashley Nelms was hired to fill that position and she is certified in Early Childhood Education P-4, Middle Child Language Arts/Social Studies 4-8, Social Studies 7-12 and Middle Child Science/Mathematics 4-8. Her certificate expires 12/31/09.

8313 Job Not Cert 09/01/2011 Licensure Completion Deadline  
Marcia A. Alexander

423000 Physical Science

Mrs. Alexander is certified in the following areas: District admin P-12, Sec Prin 5-12, Middle School Math 5-8, Middle School Science 5-8, Life/Earth Science 7-12, Math 7-12, and Applied Math I/II 7-12.

8314 Provisional  
Brady M. Barnes

377110 Language Arts Grade 7

Ms. Barnes is in the NTL program. She is currently certified in English Language Arts 7-12. Her certificate expires 8/1/09. A copy of the certificate is attached.

8314 Provisional  
Brady M. Barnes

999800 Prep Period

Ms. Barnes is in the NTL program. She is currently certified in English Language Arts 7-12. Her certificate expires 8/1/09. A copy of the certificate is attached.

8314 Provision  
Brady M. Barnes

999860 Advisory/Homeroom

Ms. Barnes is in the NTL program. She is currently certified in English Language Arts 7-12. Her certificate expires 8/1/09. A copy of the certificate is attached.

3241 7-12 Total Students  
Rebecca Adams

Probation

Ms. Adams has a total of 149 students to date in her classes. Of that number, 21 students are in the 7th grade skills class #999800. If skills numbers were taken from that total she would only have 128 students in her core classes.

8314 Provisional  
Donald R. Wallace

491150 Agriculture Science & Technology

Mr. Wallace is currently attending the MAT program at UAM. His area of certification is Agri Science & Technology 7-12. A copy of the certificate is attached. It expires 8/1/09.

3241        7-12 Total Students

Lisha Davis

Probation

Mrs. Davis has a total of 158 students including a skills class #999867. The skills class has 26 students of the total 158 listed for her. She has 132 students in her core classes.

8311        Not Certified

Alicia K. Bannister

Probation

Mrs. Bannister has served as a substitute for classes at the junior high for classes that were over the numbers – the numbers were seen to exceed class loads at the beginning of school. She has a four-year degree; however, it is not in education. She will enter the NTL program this summer.

8311 Not Certified

Emily L. Wright

Probation

Ms. Wright served as a long-term substitute for Kaye Davis who resigned at the beginning of the 2008-09 school year. She has a four-year degree. The district hired Erika Thomas in December 2008. She is certified in Art P-8 and Art 7-12. A copy of Ms. Thomas' certificate is attached.

8314        Provisional

Phillip Baxter

377110 Language Arts Grade 7

Mr. Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

8314        Provisional

Phillip Baxter

388110 Language Arts Grade 8

Mr. Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

8314        Provisional

Phillip Baxter

388110 Language Arts Grade 9

Mr. Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

8314        Provisional  
             Phillip Baxter

970130 Remediation/Enrichment

Mr. Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

8314        Provisional  
             Phillip Baxter

970140 GED

Mr. Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

8313        Job Not Cert    9/1/2011 Licensure Completion Deadline  
             Amy S. Chambers

399080 Family & Consumer Sciences Investigations

Mrs. Chambers is certified in Business Technology 4-8, Business Technology 7-12 and has an endorsement for Career Orientation. She has an ALP of 7/31/08 that was received by ADE on 8/4/08. The waiver by ADE was granted and signed on 8/20/08 and sent to the district.

8313        Job Not Cert    9/1/2011 Licensure Completion Deadline  
             Amy S. Chambers

493080 Family & Consumer Sciences

Mrs. Chambers is certified in Business Technology 4-8, Business Technology 7-12, and has an endorsement for Career Orientation. She has an ALP of 7/31/08 that was received by ADE on 8/4/08. The waiver was granted and signed by ADE on 8/20/08 and sent to the district.

8313        Job Not Cert    9/1/2011 Licensure Completion Deadline  
             Jason W. Grissom

377210 Science Grade 7

Mr. Grissom has an ALP on file with ADE and a waiver letter was sent to the district on his behalf. He has completed the requirements of his ALP and is now certified in Middle Child Language Art/SS 7-8, Middle Child Science/Math 4-8, PE/Wellness /LEI P-8, and PE/Wellness/LEI 7-12. A copy of his certificate and waiver letter is included with this report.

8313      Job Not Cert    9/1/2011 Licensure Completion Deadline  
                 Jason W. Grissom

388210 Science Grade 8

Mr. Grissom has an ALP on file with ADE and a waiver letter was sent to the district on his behalf. He has completed the requirements of his ALP and is now certified in Middle Child Language Art/SS 7-8, Middle Child Science/Math 4-8, PE/Wellness /LEI P-8, and PE/Wellness/LEI 7-12. A copy of his certificate and waiver letter is included with this report.

8313      Job Not Cert    9/1/2011 Licensure Completion Deadline  
                 Jason W. Grissom

388710 Social Studies Grade 8

Mr. Grissom has an ALP on file with ADE and a waiver letter was sent to the district on his behalf. He has completed the requirements of his ALP and is now certified in Middle Child Language Art/SS 7-8, Middle Child Science/Math 4-8, PE/Wellness /LEI P-8, and PE/Wellness/LEI 7-12. A copy of his certificate and waiver letter is included with this report.

8313      Job Not Cert    9/1/2011 Licensure Completion Deadline  
                 Kayla E. Jackson

999810 Football/Basketball/Track

Mrs. Jackson is in the NTL program. She has certification in PE/Wellness/LEI P-8 and PE/Wellness/LEI 7-12 through the NTL program. She should not have been listed as the teacher of record. She only assists in this class. It has been corrected.

8314      Provisional  
                 Kayla E. Jackson

358810 Physical Education 5-8 (combination)

Mrs. Jackson is in the NTL program. She has certification in PE/Wellness/LEI P-8 and PE/Wellness/LEI 7-12 through the NTL program.

8314      Provisional  
                 Kayla E. Jackson

388810 Physical Education Grade 8

Mrs. Jackson is in the NTL program. She has certification in PE/Wellness/LEI P-8 and PE/Wellness/LEI 7-12 through the NTL program.

8314      Provisional  
                 Kayla E. Jackson

485000 Physical Education

Mrs. Jackson is in the NTL program. She has certification in PE/Wellness/LEI P-8 and PE/Wellness/LEI 7-12 through the NTL program.

8314          Provisional

Kayla E. Jackson

585010 ADE Approved Physical Education

Mrs. Jackson is in the NTL program. She has certification in PE/Wellness/LEI P-8 and PE/Wellness/LEI 7-12 through the NTL program.

3241          7-12 Total Students

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Bettye J. Dillard

Probation

Mrs. Dillard has a total of 150 students listed due to a Skills Connection course count that has been added into her numbers for student count. The 7th grade skills class (Course #999867) has 21 students. In her core classes she only has 129 students.

8313 Job Not Cert          9/1/2011 Licensure Completion Deadline

Savanna Snyder

377210 Science Grade 7

Mrs. Snyder is certified in Social Studies 7-12 and has an ALP on file to teach science. She took the PRAXIS in April 2009 to work toward certification. She has an ALP on file and her Individual Teacher Plan to become HQ is enclosed for science.

8313 Job Not Cert          9/1/2011 Licensure Completion Deadline

Savanna Snyder

388210 Science Grade 8

Mrs. Snyder is certified in Social Studies 7-12 and has an ALP on file to teach science. She took the PRAXIS in April 2009 to work toward certification. She has an ALP on file. Her Individual Teacher Plan to become HQ is enclosed for science.

8314          Provisional

Savanna Snyder

970140 GED

Mrs. Snyder is certified in Social Studies 7-12 and has an ALP on file to teach science. She took the PRAXIS in April 2009 to work toward certification.



**02-03-018**

**Hamburg High School**

The **junior high school campus** configuration is comprised of **grades 7 through 9** and the **high school campus** configuration has grades **10 through 12**.

2400 Secondary Courses

Probation

17 Instrumental Music

The following music courses are offered on the high school campus:  
Instrumental Music Application, Junior High band, Band II, Band III and Band IV.

25 Health

Health classes are offered on the junior high campus to ninth graders.

8313 Job Not Cert 9/1/2011 Licensure Completion Deadline

Donald R. Wallace

424020 Environmental Science

Mr. Wallace is certified in Agri Science 7-12. He is currently in the MAT program. A copy of his Individual Teacher Plan to become HQ in science is enclosed.

8314 Provisional

Donald R. Wallace

491270 Greenhouse Management (.5 credit)

Mr. Wallace is certified in Agri Science 7-12. He is currently in the MAT program. A copy of his Individual Teacher Plan to become HQ in science is enclosed.

8314 Provisional

Donald R. Wallace

491340 Plant Science (.5 credit)

Mr. Wallace is certified in Agri Science 7-12. He is currently in the MAT program. A copy of his Individual Teacher Plan to become HQ in science is enclosed.

8314 Provisional

Donald R. Wallace

999800 Prep Period

Mr. Wallace is certified in Agri Science 7-12. He is currently in the MAT program. A copy of his Individual Teacher Plan to become HQ in science is enclosed.

8311 Not Certified

Probation

Alicia K. Bannister

Mrs. Bannister has served as a substitute for classes at the junior high for classes that were over the numbers – the numbers were seen to exceed class loads at the beginning of school. She has a four-year degree; however, it is not in education. She will enter the NTL program this summer.

8314 Provisional

Phillip Baxter

410000 English 9

C. Phillip Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

8314 Provisional

Phillip Baxter

411000 English 10

C. Phillip Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

8314 Provisional

Phillip Baxter

412000 English 11

C. Phillip Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

8314 Provisional

Phillip Baxter

413000 English 12

C. Phillip Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

8314 Provisional

Phillip Baxter

970130 Remediation/Enrichment

C. Phillip Baxter is currently enrolled in the MAT program at UAM. He is certified in English Language Arts 7-12. His certificate expires 8/1/09. A copy of the certificate is attached.

970141 GED

8313 Job Not Cert 9/1/2010 Licensure Completion Deadline  
Stephanie D. Hamilton Cite

415000 Journalism

8313 Job Not Cert 9/1/2010 Licensure Completion Deadline  
Stephanie O. Bierbaum Cite

415000 Journalism

8313      Job Not Cert    9/1/2010 Licensure Completion Deadline  
Donald L. Rosen      **Cite**

2050 High School Principal

8313 Job Not Cert 9/1/2011 Licensure Completion Deadline  
John A. Chambers

431000 Geometry

Mr. Chambers is certified in the following areas: Mid Child Language Art/Social Studies 4-8, Health Ed 7-12, Phy Ed K-12, Coaching 7-12, and Mid Child Science/Math 4-8. He has a waiver letter for the 2008-09 school year to teach out of area for more than 30 consecutive days from ADE. An ALP is on file with ADE and he has an Individual Teacher Plan on file that shows he has completed and passed two of the three tests he needs for Math 7-12 certification.

8313 Job Not Cert 9/1/2011 Licensure Completion Deadline  
John A. Chambers Cite

## 439030 Algebraic Connections

Mr. Chambers is certified in the following areas: Mid Child Language Art/Social Studies 4-8, Health Ed 7-12, Phy Ed K-12, Coaching 7-12, and Mid Child Science/Math 4-8. He has a waiver letter for the 2008-09 school year to teach out of area for more than 30 consecutive days from ADE. An ALP is on file with ADE and he has an Individual Teacher Plan on file that shows he has completed and passed two of the three tests he needs for Math 7-12 certification.

8314 Provisional  
Savanna Snyder

970140 GED

Mrs. Snyder is certified in Social Studies 7-12 and has an ALP on file to teach science. She took the PRAXIS in April 2009 to work toward certification. She has an ALP on file. Her Individual Teacher Plan to become HQ is enclosed for science.

**02-03-019****Wilmot Elementary School**

This campus is comprised of Pre-K through 6th grade.

8314 Provisional

Ryan C. Gillespie

200510 K. Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

-- Ryan C. Gillespie

211510 Grade 1 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

----- Ryan C. Gillespie

222510 Grade 2 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

233510 Grade 3 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

----- Ryan C. Gillespie

244510 Grade 4 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

-- Ryan C. Gillespie

355510 Visual Art Grade 5 (\*\*\*)

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

? Ryan C. Gillespie

355510 Visual Art Grade 6 (\*\*\*)

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

--- Angela R. Welch

222110 Grade 2 Language Arts

Ms. Welch is in the NTL program. Her certificate is attached.

8314          Provisional  
                Angela R. Welch  
222120 Grade 2 Reading  
Ms. Welch is in the NTL program. Her certificate is attached.

8314          Provisional  
                Angela R. Welch  
222210 Grade 2 Science  
Ms. Welch is in the NTL program. Her certificate is attached.

8314          Provisional  
429-51-4715 Angela R. Welch  
222310 Grade 2 Mathematics  
Ms. Welch is in the NTL program. Her certificate is attached.

8314          Provisional  
                Angela R. Welch  
222710 Grade 2 Social Studies  
Ms. Welch is in the NTL program. Her certificate is attached.

8313          Job Not cert  
                Shirley J. Carpenter  
355510 Visual Art Grade 5 (\*\*\*)  
Mrs. Carpenter is a highly qualified elementary teacher. A copy of her  
certificate and HQT form is enclosed. She is certified to teach Elementary 1-6  
and Middle School English 5-8.

**02-03-027**

**Portland Elementary School**

This campus is comprised of Pre-K through 6th grade.

8314 Provisional

Ryan C. Gillespie

200510 K. Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

211510 Grade 1 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

222510 Grade 2 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

233510 Grade 3 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

244510 Grade 4 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

355510 Visual Art Grade 5 (\*\*\*)

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

366510 Visual Art Grade 6 (\*\*\*)

Mr. Gillespie is in the NTL program. His certificate is attached.

8317 Not HQT

Louretha J. Hill

244110 Grade 4 Language Arts

Ms. Hill is certified to teach Elem 1-6 and has an HQT form completed that shows she is highly qualified.

8317 Not HQT

Louretha J. Hill

244310 Grade 4 Mathematics

Ms. Hill is certified to teach Elem 1-6 and has an HQT form completed that shows she is highly qualified.

8317 Not HQT

Louretha J. Hill

355110 Language Arts Grade 5

Ms. Hill is certified to teach Elem 1-6 and has an HQT form completed that shows she is highly qualified.

8317 Not HQT

Louretha J. Hill

355310 Mathematics Grade 5

Ms. Hill is certified to teach Elem 1-6 and has an HQT form completed that shows she is highly qualified.

8317 Not HQT

Louretha J. Hill

366110 Language Arts Grade 6

Ms. Hill is certified to teach Elem 1-6 and has an HQT form completed that shows she is highly qualified.

8317 Not HQT

Louretha J. Hill

366310 Mathematics Grade 6

Ms. Hill is certified to teach Elem 1-6 and has an HQT form completed that shows she is highly qualified.



**02-03-028****Noble Lower Elementary**

This campus is comprised of Pre-K through 3rd grade.

8314 Provisional

Ryan C. Gillespie

200510 K. Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

211510 Grade 1 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

222510 Grade 2 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Ryan C. Gillespie

233510 Grade 3 Visual Arts

Mr. Gillespie is in the NTL program. His certificate is attached.

8314 Provisional

Dana G. Callaway

233110 Grade 3 Language Arts

Mrs. Callaway is certified to teach through the NTL program in Early Child Ed P-4.

8314 Provisional

Dana G. Callaway

233120 Grade 3 Reading

Mrs. Callaway is certified to teach through the NTL program in Early Child Ed P-4.

8314 Provisional

Dana G. Callaway

233210 Grade 3 Science

Mrs. Callaway is certified to teach through the NTL program in Early Child Ed P-4.

8314        Provisional  
             Dana G. Callaway  
233310 Grade 3 Mathematics  
Mrs. Callaway is certified to teach through the NTL program in Early Child Ed  
P-4.

8314        Provisional  
             Dana G. Callaway  
233710 Grade 3 Social Studies  
Mrs. Callaway is certified to teach through the NTL program in Early Child Ed  
P-4.

8314        Provisional  
             Stacey J. Holbrook  
200510 K. Visual Arts  
Ms. Holbrook is in the NTL program. Her certificate is attached.

8314        Provisional  
             Stacey J. Holbrook  
211510 Grade 1 Visual Arts  
Ms. Holbrook is in the NTL program. Her certificate is attached.

8314        Provisional  
             Stacey J. Holbrook  
222510 Grade 2 Visual Arts  
Ms. Holbrook is in the NTL program. Her certificate is attached.

8314        Provisional  
             Stacey J. Holbrook  
233510 Grade 3 Visual Arts  
Ms. Holbrook is in the NTL program. Her certificate is attached.



# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 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. Max Dyson  
Superintendent  
Hamburg School District  
202 East Parker Street  
Hamburg, AR 71646

Re: Second Year of Accredited-Probationary Status for Hamburg High School

Dear Superintendent Dyson:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. § 6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all Standards for Accreditation for two (2) consecutive years.

The Hamburg High School was identified as Accredited-Probationary by the Department on May 15, 2008, as well as May 15, 2009. Ark. Code Ann. § 6-15-207 (c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet Standards for Accreditation for two (2) consecutive years:

- (1) Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
- (2) Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
- (3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
- (4) Require a school district to close down or dissolve a particular school or schools within a school district;
- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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

- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- (7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
- (8) Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

Please be advised that this is your written notice that should you wish to submit any comments in writing, you may do so by submitting to my office by noon on Wednesday, October 28, 2009. Given the fact that the district's opportunity to appeal has elapsed, the State Board of Education will be considering its final action as required by law.

**The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 9, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 1:00 p.m.**

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit



# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 2009

Dr. Tom W. Kimbrell  
*Commissioner*

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Dr. Naccaman Williams  
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Dr. Ben Mays  
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Toyce Newton  
*Crossett*

Mr. Max Dyson  
Superintendent  
Hamburg School District  
202 East Parker Street  
Hamburg, AR 71646

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- (2) Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
- (3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
- (4) Require a school district to close down or dissolve a particular school or schools within a school district;
- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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

- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- (7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
- (8) Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

Please be advised that this is your written notice that should you wish to submit any comments in writing, you may do so by submitting to my office by noon on Wednesday, October 28, 2009. Given the fact that the district's opportunity to appeal has elapsed, the State Board of Education will be considering its final action as required by law.

**The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 9, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 1:00 p.m.**

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit



# ARKANSAS DEPARTMENT OF EDUCATION

November 4, 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. Kenneth W. Muldrew  
Superintendent  
Hope School District  
117 East Second Street  
Hope, AR 71801


Re: Second Year of Accredited-Probationary Status for Hope High School

Dear Superintendent Muldrew:

I am writing to advise you that it has become necessary to remove the consideration of your school's second year of probationary status from the November 9, 2009 agenda of the State Board of Education (State Board).

The State Board of Education will now take this matter into consideration at its scheduled meeting December 14, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 9:00 a.m.

If you have not previously submitted comments in writing for the State Board's consideration and wish to do so, you may submit your comments to my office by noon on Wednesday, December 2, 2009. If you prefer, you may fax the comments to me at (501) 682-4249. If you have already submitted comments, they will be included in the State Board's agenda materials for its December meeting.

  
Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit

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

# HOPE PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

117 East 2nd Street

HOPE, ARKANSAS 71801

October 26, 2009

Tripp Walter, Interim General Counsel  
Office of General Counsel  
Arkansas Department of Education  
# 4 Capitol Mall  
Little Rock, AR 72201

Re: Comments to Accredited-Probationary citations

Dear Attorney Walters,

The Hope Public School System and Hope High School administrative staff regrets the need to comment on their two-year citation under the OCR standards. In most of these situations there was no other recourse for the district to meet the needs of our children. As you know retention of qualified staff is a major obstacle for the state of Arkansas especially southwest Arkansas. The school and district did not appeal any of the citings because what we found and what the accreditation documents showed were true. We simply made an effort and did correct those citings by the next academic school year. However, unfortunately we had similar, not the same violations the following year. The district advertises state wide and attends both in-state and surrounding state recruitment fairs annually to make every effort to replace the required staff, but it appears it is difficult to say the least to maintain highly qualified teachers from year to year in some cases.

Enclosed and outlined below you will find documentation provided by the district personnel office which indicates our effort to meet standards;

2007 – 2008 Hope High School received an accredited -- probationary status for the following areas:

Math Electives – The High School offered an advance placement math course in lieu of other Math electives during the 08-09 school year and presently we offer Algebra 3 and Algebraic Connections as our math electives.



Total Book Volumes – The High school has been gradually replacing all books lost in the 2005 fire.

Paula Johnson, certified Register Nurse and Biology Instructor, applied and received Workforce Education approval to offer Introduction to Medical Professions and the District approved and financed the program until grant funds were awarded. Mrs. Johnson since has completed the necessary professional development and has received her certificate related to Medical Professions. See documentation provided.

#### 2008-2009 Violations and Citations


Tisha Ralph was cited for Journalism – No waiver letter yet waiver request was submitted 10/17/08. Mrs. Ralph no longer has Journalism teaching responsibility.

Kathy Hodges was cited for Physics in Context – No waiver Letter. Mrs. Hodges has completed the Physics In Context Seminar taken at the Crowley's Ridge Community College September 11-13, 2009. Attached are her registration, travel, agenda and the certificate received for the seminar as well her application for program endorsement

The district has revised its practices and procedures for contracting employees as soon as possible and accepting last minute resignations to assist schools in retention of highly qualified staff; however, there are always circumstances beyond our control. We correct our mistakes as soon as possible and continue to monitor everyone's HQT status annually.

I never wanted to fine myself speaking to the Arkansas State Board especially as a result of something we might have done, but will be glad to address these issues if needed. Our current High School Principal has submitted his resignation effective at the end of this academic year, but that will not assure you that we will always be able to employ and or place the most highly qualified personnel. Please, accept our apologies and let me know your wishes as well as the wishes of the board.

Thanks,

  
Kenneth Muldrew, Superintendent  
Hope Public Schools

2007-2008

ARKANSAS DEPARTMENT OF

Education

# MEMO

DATE: May 12, 2008  
TO: District Superintendent  
FROM: Frank Wimer, Standards Assurance Unit Leader  
SUBJECT: Notification of Failure to Meet Standards for Accreditation

---

An Initial Accreditation Status Report (Report) was sent in April by this office as well as a copy of Commissioner's Communication Memo Number LS-08-063 (Memo). The Report included a list of initial probationary violations and/or citations for the 2007-2008 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than May 1, 2008. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations discovered during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your school(s) or school district for the 2007-2008 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 15, 2008.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file its written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, #4 State Capitol Mall, Room 304-A, Little Rock, AR 72201-1071. The appeal must be filed not later May 30, 2008; the Board hearing concerning your appeal must be held prior to August 15, 2008. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 30, 2008. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

To: Mr. Tommy Morrison, Principal  
From: Steve Bradshaw, Assistant Superintendent *SB*  
Re: Annual Accreditation Status Report (2007-2008)  
Date: June 9, 2009

Hope High School received an accredited-probationary status on the Annual Accreditation Status Report for the 2007-2008 school years. The violations/citations are as follows:

Math Electives (2 more are needed)  
Total Book Volumes  
Paula A Johnson is not certified to teach Medical Professions

Please explain in writing how you plan to clear your school of these citations.

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Page #: 5

in Date: 06/03/2008

lea: 29-03-012

School: HOPE HIGH SCHOOL

2007-2008 Status: ACCREDITED - PROBATIONARY  
Review Date: 10/15/2008 Comments:

2400 SECONDARY COURSES  
12 Math Electives

241 TOTL BOOK VOLUME

8313 JOB NOT CERT 09/01/2009  
PAULA A JOHNSON  
195340 Introduction to Medical Professions (.5 credit)

2006-2007 Status: ACCREDITED-CITED  
Review Date: Comments:

8313 JOB NOT CERT 09/01/2007  
MIKE GODWIN  
423000 Physical Science  
8313 JOB NOT CERT 09/01/2008  
SANDRA MAULDIN  
414000 Oral Communications (.5 credit)

2005-2006 Status: ACCREDITED-CITED  
Review Date: Comments:

8313 JOB NOT CERT 09/01/2007  
TODD P FINLEY  
480000 Health and Safety (.5 Credit)  
8313 JOB NOT CERT 09/01/2007  
SAMUEL L BRADFORD  
690040 Driver's Education (.5 credit)  
8313 JOB NOT CERT 09/01/2007  
JOHNNY L TURNER  
480000 Health and Safety (.5 Credit)

6 electives

A. (A/B)

G. (A/B)

only have 4  
electives because  
you can't count  
Alg. and Acem.  
A + B.

4000 codes can only  
be used



# Arkansas

## DEPARTMENT OF EDUCATION

### TEACHER'S LICENSE

PAULA S JOHNSON

MASTERS

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
169	PHYS/EARTH SCI	STANDARD FIVE YEAR	07 -12	01/01/2005	12/31/2009
170	LIFE/EARTH SCI	STANDARD FIVE YEAR	07 -12	01/01/2005	12/31/2009
189	TECH PERMIT	STANDARD FIVE YEAR	07 -12	01/01/2005	12/31/2009
611	MED PROF	STANDARD FIVE YEAR	07 -PS	01/01/2005	12/31/2009
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COMMISSIONER OF EDUCATION

COORDINATOR - PROFESSIONAL LICENSURE

2008 - 2009



ARKANSAS  
DEPARTMENT  
OF EDUCATION

# MEMO

---

DATE: May 8, 2009  
TO: District Superintendent  
FROM: Frank Wimer, Standards Assurance Unit  
SUBJECT: Notification of Failure to Meet Standards for Accreditation

---

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Communication Memo Number LS-09-037 (Memo). The Report included a list of initial probationary violations and/or citations for the 2008-2009 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 24, 2009. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2008-2009 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 15, 2009.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file its written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 30, 2009; the Board hearing concerning your appeal must be held prior to August 15, 2009. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 30, 2009. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

In accordance with regulations set forth by the Arkansas Department of Education, the public is hereby notified of the annual accreditation status report for Hope Public Schools. Hope High School was placed on accredited probationary status for the 2008-2009 school year. Two teachers were assigned to courses outside their certification areas without waiver letters. Beryl Henry Elementary School was placed on accredited probationary status for the 2008-2009 school year. One teacher was assigned out of her certification area without a waiver letter. Clinton Primary School was placed on accredited probationary status for the 2008-2009 school year. One noncertified administrator was employed without a waiver letter. All violations have been corrected for the 2009-2010 school year.



## ANNUAL ACCREDITATION STATUS REPORT (2008-2009)

Run Date: 05/06/2009

Page #: 5

Lea: 29-03-012

School: HOPE HIGH SCHOOL

2008-2009 Status: ACCREDITED - PROBATIONARY  
Review Date: 10/15/2009 Comments: T. RALPH-NO WAIVER LETTER  
K. HODGES-NO WAIVER LETTER

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline  
TISHA R RALPH  
415000 Journalism

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline  
TISHA R RALPH  
515030 ADE Approved Journalism II

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline  
KATHY A HODGES  
522070 Physics in Context

2007-2008 Status: ACCREDITED - PROBATIONARY  
Review Date: 10/15/2008 Comments:

2400 SECONDARY COURSES  
12 Math Electives

9241 TOTL BOOK VOLUME

8313 JOB NOT CERT 09/01/2009 Licensure Completion Deadline  
PAULA A JOHNSON  
495340 Introduction to Medical Professions (.5 credit)

2006-2007 Status: ACCREDITED-CITED  
Review Date: Comments:

8313 JOB NOT CERT 09/01/2007 Licensure Completion Deadline  
MIKE GODWIN  
423000 Physical Science

8313 JOB NOT CERT 09/01/2008 Licensure Completion Deadline  
SANDRA G MAULDIN  
414000 Oral Communications (.5 credit)

# WAIVER REQUEST(S) FORM (ACT 1623 OF 2001)

Effective July 1, 2006, and pursuant to Federal regulations of NCLB regarding Highly Qualified Teachers (HQT), Schools/Districts may only hire teachers in core academic areas who have HQT status.

Holt School District      2903 LEA Number      10/10/08 Date

A waiver request to assign a teacher outside of his/her licensure/subject area or grade level, for more than thirty (30) consecutive days during a school year, is being submitted for the following teacher(s).

Name	SS#	Current Licensure Area (s)	*Out-of-Area Assignment	Does this assignment area require HQT (yes/no)	Is this teacher HQ for this subject area? (yes/no)	ALP "on File" or "Enclosed"	All school years employed under an ALP in this area
TISHA RALPH		VOCATIONAL BUS	Journalism	NO	NOT REQUIRED	ENCLOSED	First

Quentin Mulla  
Superintendent's Signature

117 E 2nd ST  
School Address

Holt Ar 71801  
City State Zip Code

\* Please list specific subject and grade level.  
If this is a Special Education assignment, indicate if the assignment is in a core academic area for credit and list the area.  
Example: Special Education (Math) or Special Education (General).

**Completion of items 1-3 is required prior to receiving consideration for a waiver for each teacher.**

- (1) Justification for waiver request via documentation of efforts to find a Highly Qualified licensed teacher for the subject/grade levels listed when required:

*NOT REQUIRED TO BE HQ  
COULD NOT FIND LICENSED ORAL COMMUNICATION TEACHER*

- (2) Provide a copy of the written plan(s) with timelines for completion, that are on file with the District/School for becoming a licensed and Highly Qualified Teacher where required:

*ATTACHED*

- (3) For those teachers who taught on a waiver in this subject area last year or in previous years, please provide evidence of progress by this teacher to become licensed and to obtain HQ status in this subject area:

*LAST YEAR MS. TERESA PRUITT; NO LONGER WORKS IN DISTRICT*

Please mail to:

Ron Tolson, Coordinator  
Professional Licensure  
# 4 State Capitol Mall, Room 107 B  
Little Rock, AR 72201



# Arkansas

## DEPARTMENT OF EDUCATION

### TEACHER'S LICENSE

TISHA R RALPH

BACHELOR'S

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
001	EARLY CHILD ED	STANDARD FIVE YEAR	P -04	01/01/2005	12/31/2009
002	MIDCHLANGART/SS	STANDARD FIVE YEAR	04 -08	01/01/2005	12/31/2009
168	MIDCHSCI/MATH	STANDARD FIVE YEAR	04 -08	01/01/2005	12/31/2009
224	BUSINESS TECH	STANDARD FIVE YEAR	04 -08	01/01/2005	12/31/2009
225	BUSINESS TECH	STANDARD FIVE YEAR	07 -12	01/01/2005	12/31/2009

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*T. Kenneth Lamar*

DIRECTOR - DEPARTMENT OF EDUCATION

*Ron Tolson*

COORDINATOR - LICENSURE

10/9/08

Institution: Henderson State University

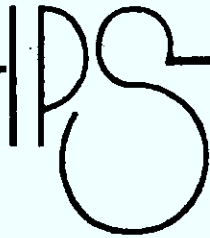
Timeline:

Summer of 09- Survey Mass Media & App of News & Editing

Night Class 09- Photo Journalism

Night Class 2010- Tec of Writing Mass Media

Praxis II Test "Principles of Learning & Teaching" will be taken following the completion of all course work



## HOPE PUBLIC SCHOOLS

117 East Second Street • Hope, Arkansas 71801

HOPE SCHOOL DISTRICT HAS THE FOLLOWING CERTIFIED TEACHING POSITIONS AVAILABLE FOR IMMEDIATE HIRE: Oral Communications/Drama/Journalism/Yearbook Teacher at Hope High School. Special Education Teacher with a \$1500 Signing Bonus and Extended Contract. Required to have Teacher's Certification in Subject Area. Salary is based on the HPS Teacher Salary Schedule. Deadline for application is until filled. Interested persons may contact Hope Public Schools at 117 East 2<sup>nd</sup> Street, Hope, AR 71801, or call (870)722-2700 or download website at <http://hope.k12.ar.us> and click under HPS Application Library to print out an certified application form. E.O.E.

Kathy

## 2008/2009 COURSE CODE LISTING

Hodges

Course Number	HQT	Course Title	Subject Areas	State Graduation Req.	Required 38 Units	Licensure code	Grade level
522040	Y	AP Physics C: Electricity and Magnetism	22 Physics	Physical Science/Science Elective/Career Focus	None	135 Physics (7-12) 169 Chemistry (7-12) APPROVAL 6540	9-12 9-12 9-12
522050	Y	AP Physics C: Mechanics	22 Physics	Physical Science/Science Elective/Career Focus	None	135 Physics (7-12) 169 Chemistry (7-12) APPROVAL 6540	9-12 9-12 9-12
522060	Y	IB Physics	22 Physics	Physical Science/Science Elective/Career Focus	None	135 Physics (7-12) 169 Chemistry (7-12) APPROVAL 6540	9-12 9-12 9-12
<i>course number</i>							
522070	Y	Physics in Context	22 Physics	Science Elective/Career Focus	None	APPROVAL 6542	9-12
523000	Y	Principles of Technology I	23 Physical Science	Physical Science/Science Elective	None (Physics 2004-2005) See Note 1	APPROVAL 6541	9-12
523010	Y	ADE Approved Physical Science Honors	23 Physical Science	Physical Science/Science Elective/Career Focus	None	133 Chemistry 135 Physics 136 Physical Science 169 Physical/Earth Science (7-12) APPROVALS 6530, 6540, 6545	9-12 9-12 9-12 9-12 9-12
523030	Y	AP Environmental Science	23 Physical Science	Physical Science/Science Elective/Career Focus	None	132 Biology (7-12) 170 Life/Earth Science (7-12) APPROVAL 6525	9-12 9-12 9-12

*needs approval*



Arkansas

DEPARTMENT OF EDUCATION

TEACHER'S LICENSE

MASTERS

KATHY ANN HODGES

7

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
131	GEN'SCI	STANDARD FIVE YEAR	07 -12	01/01/2009	12/31/2013
169	PHYS/EARTH SCI	STANDARD FIVE YEAR	07 -12	01/01/2009	12/31/2013
170	LIFE/EARTH SCI	STANDARD FIVE YEAR	07 -12	01/01/2009	12/31/2013
298	READING SPEC	STANDARD FIVE YEAR	07 -12	01/01/2009	12/31/2013

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T. Kenneth James

COMMISSIONER OF EDUCATION

Ron Tolson

COORDINATOR - PROFESSIONAL LICENSURE





# Arkansas

## DEPARTMENT OF EDUCATION

### TEACHER'S LICENSE

JANET SUE BANISTER

BACHELOR'S

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
166	ENG LANG ARTS	STANDARD FIVE YEAR	07 -12	01/01/2006	12/31/2010
4040	JOURN	APPROVAL	07 -12	01/01/2006	12/31/2010
4050	ORAL COMM	APPROVAL	07 -12	01/01/2006	12/31/2010
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*T. Kenneth Jamor*

DIRECTOR - DEPARTMENT OF EDUCATION

*Ron Tolson*

COORDINATOR - LICENSURE

COPY

09/10

UPDATED March 1, 2009

HOPE PUBLIC SCHOOLS  
INVOICE

Request that I be reimbursed for the following items:

Purpose or reason: PIC Training

Location of meeting or activity: Searcy AR

Building or area: Searcy High School

City: Searcy AR

Date: 9-11-13-04

1. Travel (\$.42) per mile 354 <sup>324</sup> miles \$ 148.68 <sup>136.08</sup>  
(current state rate)

2. Meals (number of meals) \_\_\_\_\_

Rate of reimbursement as follows:

	In-state	Out of state
Breakfast	7.00 <u>2</u>	10.00 _____
Lunch	10.50 <u>3</u>	15.00 _____
Dinner	17.50 <u>2</u>	25.00 _____
		<u>14.00</u>
		<u>31.50</u>
		<u>35.00</u>

Any meal which is a part of the registration fee cannot be a duplicate re-pay.

PLEASE NOTE: YOU WILL NEED TO SUBMIT ACTUAL HOTEL/MOTEL TICKETS FOR REIMBURSEMENTS NOT CREDIT CARD RECEIPTS

\*3. Lodging (number of nights) 2 260.32 489.50

\*4. Fees (purpose) \_\_\_\_\_

5. Labor: number hours 25 Rate \$ \_\_\_\_\_

6. Other \_\_\_\_\_

\*Attach tickets for expenses.

TOTAL: \$ 476.92

Date: 9-21-09

Signature Kathy Hodges

Budget unit Dist 65810

Principal's signature \_\_\_\_\_

NOTE: YOU MUST ATTACH A COPY OF YOUR PRE-APPROVED TRAVEL AUTHORIZATION FORM FOR REIMBURSEMENT.

\*\*\*AGENDAS OR DOCUMENTATION SUPPORTING THE BUSINESS PURPOSE OF THE TRIP MUST BE INCLUDED WITH THE REQUEST FOR REIMBURSEMENT.

HHS  
09/10

NAME K. Hodges DATE SUBMITTED 7/2/09  
 POSITION Teacher DESTINATION SEARCY AR  
 DATES OF TRAVEL 9/11-13  
 ESTIMATED EXPENSES: TRAVEL \_\_\_\_\_ MEALS \_\_\_\_\_  
 HOTEL \_\_\_\_\_ OTHER \_\_\_\_\_  
 TOTAL \_\_\_\_\_

COPY

SOURCE OF FUNDS: (ex: District, Carl Perkins, Title I) Dist  
 REASON FOR TRAVEL: Required Physics  
TRAINING  
 BENEFITS FOR SCHOOL FROM MEETING: meet STATE  
Requirement  
 PROFESSIONAL GROWTH EXPECTED: \_\_\_\_\_

HOW DO YOU PLAN TO SHARE SKILLS, KNOWLEDGE OR INFORMATION WITH COLLEAGUES? \_\_\_\_\_

SIGNATURE: K. Hodges (2m)  
 Circle One: Teacher Teachers' Aide Principal Asst. Principal Supervisor/Coordinator  
 Other \_\_\_\_\_

.....  
☒ Approved 2m Principal or Supervisor  
 \_\_\_\_\_ Not Approved 7/2/09 Date  
☒ Approved KMW Superintendent or  
 \_\_\_\_\_ Not Approved 7/13/09 Date Assistant Superintendent

\* All must have the signed approval of either the superintendent or assistant superintendent prior to the trip.  
 If this does not occur, all expenses will be denied and the days will be docked.

COUNTING THIS REQUEST, total number of classes you have missed this semester for any reason.

1<sup>st</sup> / \_\_\_\_\_ 2<sup>nd</sup> / \_\_\_\_\_ 3<sup>rd</sup> / \_\_\_\_\_ 4<sup>th</sup> / \_\_\_\_\_ 5<sup>th</sup> / \_\_\_\_\_ 6<sup>th</sup> / \_\_\_\_\_ 7<sup>th</sup> / \_\_\_\_\_

ACCOUNT	PURCHASE ORDER NUMBER	INVOICE NUMBER	AMOUNT	DESCRIPTION
		44-108	274.00	15170 TRAVEL EXPENSE

**BancorpSouth**  
HOPE, ARKANSAS

81-110  
829

**HOPE SCHOOL DISTRICT 1 - A**  
117 E. 2ND STREET  
HOPE, ARKANSAS 71801  
(870) 722-2700

CHECK NO. 65744  
DATE 09/23/07

AMOUNT

PAY

TO THE  
ORDER  
OF

KATLY LOPEZ

**NON-NEGOTIABLE**

**BOARD DESIGNEE**

**EX-OFFICIO FINANCIAL SECRETARY**

DISTRICT TREASURER

Physics in Context/Principles of Technology  
Teacher Workshop  
Searcy High School, Searcy, AR  
September 11th-13th, 2009

REGISTRATION DEADLINE: Friday, August 21st, 2009

Registration fee is \$500.00 Dinner will be provided on Friday and Saturday night. Refreshments will be provided each day. Breakfast and lunch will be on your own.

Workshop hours are as follows:

Friday, September 11th, 2009: 5:00pm – 9:00pm

Saturday, September 12th, 2009: 8:30am – 8:30pm

Sunday, September 13th, 2009: 8:00am – 5:00pm

Name: KATHY HODGES

School Name: HOPE H. S.

School Address: 1700 S MAIN

City: HOPE

Zip: 71801

School Phone: 870-777-3451

Alternate Phone: 870-722-2730

Registration payment should be made out to: Crowley's Ridge Coop.

Submit this form to:

Linda Witt, Crowley's Ridge Coop., 1606 Pine Grove Lane, Harrisburg, AR 72432

Phone: 870-578-5426 Ext. 223 / Fax: 870-578-5896

E-mail: lindaw@crmail.k12.ar.us

9-11-09

Principles of Technology Training Workshop  
Searcy High School  
Mica Rose

This syllabus is set up for PT but will be adapted for PIC.

I. Course design

- A. PT 1 (units 1-7) Force  
Work  
Rate  
Resistance

$\frac{1}{2}$  Energy  

---

PT2 Power  $\frac{1}{2}$  Energy  
Force Transformers

(This is the plan, BUT....I usually cover 4.5 books and start PT 2 wherever I stop in PT 1)

- B. PT 2 (units 8-14) Momentum  
Waves and Vibrations  
Energy Converters  
Transducers  
Radiation  
Optical Systems  
Time Constants

II. Unit design (each book has subunits)

- A. Mechanical – force prime mover  
B. Fluid – pressure difference prime mover  
C. Electrical – voltage prime mover  
D. Thermal – temperature difference prime mover

III. Unit schedule (for my classes)

- A. Vocabulary - assigned on the first day of the subunit and due the next day  
B. Notes – these are given on the board and math examples from the book are used to teach formula problems  
C. Classwork –

Student Exercises – these are found at the end of the text for each subunit (ex: p.20-21 in FORCE book).  
I assign them periodically throughout the notes as we cover each topic or all at once at the end of the subunit.

Math Skills - these are found on the pages following the student exercises (ex: p. 23-29 in FORCE book).  
I usually assign the ones labeled "PROBLEM" (p. 29 in FORCE book). I do not go through all

## Kathy Hodges

---

**From:** Arkansashotels.org [no-reply@rezserver.com]  
**Sent:** Wednesday, August 19, 2009 1:03 PM  
**To:** Kathy Hodges  
**Subject:** Arkansashotels.org - Hotel Reservation

### Arkansashotels.org Hotel Confirmation

Your reservation has been made. Have a great trip and thank you for using [Arkansashotels.org](http://Arkansashotels.org).



**Hampton Inn Searcy**  
3204 East Race Avenue  
Searcy AR 72143  
Hotel phone number: 501-268-0654

#### Your Trip Number:

\*Use when looking up you reservation online, or  
when calling our customer service team.

**22932386360**

#### Hotel Confirmation Numbers:

\*Use when checking into your hotel

#### Room :

Guest Name: Kathy Hodges  
Confirmation #: 87396908

### Your Information

#### Name:

Kathy Hodges

#### Address:

429 Highway 372 East

#### City:

Prescott AR US 71857

#### Phone Number:

8707960265

### Hotel Room Summary

#### Booking Status:

SUCCESS

#### Room Description:

1 King Bed Smokingcomp Hi Speed-  
Lapdesk-Curved Shower Rodwaterpik  
Showerhead

#### Room Cost:

\$109.00 average rate (per night)

**Number of Rooms:** 1  
**Number of Nights:** 2  
**Check In:** 09/11/2009  
**Check Out:** 09/13/2009  
**Room Subtotal:** \$218.00  
**Hotel Taxes & Fees:** \$42.32 [details](#)  
  
**Total:** **\$260.32 USD**

[View/Cancel Reservation](#)



## Important Information

**Rate Description:** Websaver - Full pre-payment required upon booking

**Cancellation Policy:** To cancel this reservation, a \$25 per room processing fee will be charged by this website. For the room type you've selected, you can cancel your reservation for a full refund up until noon on Tuesday, September 8th (local hotel time). If you decide to cancel your reservation anytime between noon on Tuesday, September 8th and noon on Friday, September 11th (local hotel time), the hotel requires payment for the first night's stay. You will be charged for the first night's stay including taxes and fees. Any remaining amount will be refunded to you. Refunds or cancellations are not available after noon local hotel time on your day of arrival (Friday, September 11th).

**Guarantee Policy:** Reservation is guaranteed for arrival on the confirmed check-in date only. If you don't check-in to the hotel on the first day of your reservation and you do not alert the hotel in advance, the remaining portion of your reservation will be canceled and you will not be entitled to a refund.

Your credit card is charged the total cost above at time of purchase. Prices and room availability are not guaranteed until full payment is received.

All rooms are booked for (i.e. 2 adults) and accommodations for more than two adults are not guaranteed.

The reservation holder **must present a valid photo ID and credit card at check-in**. The credit card is required for any mandatory fees as well as any additional hotel incidental charges such as parking, phone calls, or minibar charges that are not included in the room rate.

## Customer Service



If you have any questions or require further assistance please  
contact our Customer Service at **877-477-7441**.

Please have your Trip Number (**22932386360**) and the phone number that you provided when  
you placed your reservation (**8707960265**) ready when you call.

CAR RENTALS FROM  
**\$ 8.99** / DAY

  **AVIS**   

SAVE UP TO  
**40%**  
[CLICK HERE](#)

COPY

6571  
1390  
012000  
09/10  
UPDATED March 1, 2009

HOPE PUBLIC SCHOOLS  
INVOICE

~~6571~~  
61610

Request that I be reimbursed for the following items:

Purpose or reason: PIC Training

Location of meeting or activity: Searcy AR

Building or area: Searcy High School

City: Searcy AR

Date: 9-11-09

1. Travel (\$.42 per mile) 354 miles \$ 148.68  
(current state rate)

2. Meals (number of meals) \_\_\_\_\_

Rate of reimbursement as follows:

	In-state	Out of state
Breakfast	7.00 <u>2</u>	10.00 <u>14.00</u>
Lunch	10.50 <u>3</u>	15.00 <u>31.50</u>
Dinner	17.50 <u>2</u>	25.00 <u>35.00</u>

Any meal which is a part of the registration fee cannot be a duplicate re-pay.

PLEASE NOTE: YOU WILL NEED TO SUBMIT ACTUAL HOTEL/MOTEL TICKETS FOR REIMBURSEMENTS NOT CREDIT CARD RECEIPTS

\*3. Lodging (number of nights) 2 260.32 489.50

\*4. Fees (purpose) \_\_\_\_\_

5. Labor: number hours 25 Rate \$ \_\_\_\_\_

6. Other \_\_\_\_\_

\*Attach tickets for expenses.

TOTAL: \$ \_\_\_\_\_

Date: 9-21-09

Kathy Hodges  
Signature

Budget unit \_\_\_\_\_

Principal's signature \_\_\_\_\_

NOTE: YOU MUST ATTACH A COPY OF YOUR PRE-APPROVED TRAVEL AUTHORIZATION FORM FOR REIMBURSEMENT.

\*\*\*AGENDAS OR DOCUMENTATION SUPPORTING THE BUSINESS PURPOSE OF THE TRIP MUST BE INCLUDED WITH THE REQUEST FOR REIMBURSEMENT.

# HOPE PUBLIC SCHOOLS TRAVEL AUTHORIZATION

NAME K. Hodges DATE SUBMITTED 7/2/09  
POSITION Teacher DESTINATION SEARCY AR  
DATES OF TRAVEL 9/11-13

ESTIMATED EXPENSES: TRAVEL \_\_\_\_\_ MEALS \_\_\_\_\_  
HOTEL \_\_\_\_\_ OTHER \_\_\_\_\_  
TOTAL \_\_\_\_\_

COPY

SOURCE OF FUNDS: (ex: District, Carl Perkins, Title I) Dist

REASON FOR TRAVEL: Required Physics  
TRAINING

BENEFITS FOR SCHOOL FROM MEETING: meet state  
Requirement

PROFESSIONAL GROWTH EXPECTED: \_\_\_\_\_

HOW DO YOU PLAN TO SHARE SKILLS, KNOWLEDGE OR INFORMATION  
WITH COLLEAGUES? \_\_\_\_\_

SIGNATURE: K. Hodges (2m)  
Circle One: Teacher Teachers' Aide Principal Asst. Principal Supervisor/Coordinator  
Other \_\_\_\_\_

☒ Approved

☐ Not Approved

☒ Approved

☐ Not Approved

2m  
7/2/09 Date

Principal or Supervisor

KMW  
7/13/09 Date

Superintendent or  
Assistant Superintendent

\* All must have the signed approval of either the superintendent or assistant superintendent prior to the trip.  
If this does not occur, all expenses will be denied and the days will be docked.

COUNTING THIS REQUEST, total number of classes you have missed this semester for any reason.

1<sup>st</sup> / \_\_\_\_\_ 2<sup>nd</sup> / \_\_\_\_\_ 3<sup>rd</sup> / \_\_\_\_\_ 4<sup>th</sup> / \_\_\_\_\_ 5<sup>th</sup> / \_\_\_\_\_ 6<sup>th</sup> / \_\_\_\_\_ 7<sup>th</sup> / \_\_\_\_\_

# ACTAAP

## Norm-Referenced Testing Program Grades 5 and 9

Mr. Ray Causbie requested proof that Ms. Ralph had made progress toward her program of study. When I checked with Ms. Ralph about her progress, she responded that she couldn't afford to go back to school at this time. This was in May of 2008. I can't find a letter from Beverly Williams that denied her timeline. I do think that they want the teacher to immediately start to work on the required courses.

{ Not in the future I }  
{ will complete courses. }



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1.800.767.8420

**Arkansas Department of Education**  
**Individual Teacher Plan to become Highly Qualified and**  
**Licensed while employed under an Additional Licensure Plan**  
 (One subject per form)

Teacher Name TISHA RALPH Date 10/10/08

School HOPE H.S. School District HOPE

I, TISHA RALPH (Teacher's name) intend to establish Highly Qualified Teacher status in the following area.

Choose level of HQT status sought.

- ☐ Early Childhood/Elementary-K-6
- ☐ Middle Childhood/Grades 4-8
- ☐ Secondary/Grades 7-12

If applicable choose the subject area.

- ☐ English
- ☐ Reading or Language Arts
- ☐ Mathematics
- ☐ Science
- ☐ Art
- ☐ Social Studies
- ☐ Music
- ☐ Foreign Lang. (Specify: \_\_\_\_\_)

The following program of study and/or testing has been identified as meeting the requirements for licensing and/or becoming highly qualified for the additional licensure plan employed under. Adequate yearly progress is required to remain employed under an additional licensure plan.

Program of Study <u>HENDERSON STATE UNIVERSITY</u>	
Coursework	Date or Semester
APPLICATION OF NEWS + Editing	Summer 09
SURVEY MASS MEDIA	Summer 09
Photo Journalism	Wright 09
Techniques of Writing Mass Media	Wright 09/2010 YEAR

Testing	
Praxis II Content Knowledge Exam	Date to be taken
Prin LEARNING + TEACHING	FOLLOWING ALL COURSE WORK

Other \_\_\_\_\_

Tisha Ralph  
 Teacher's signature

10/6/08  
 Date

Sammy Morrison  
 School or District Administrator's name

Sammy Morrison / Prin-AD  
 School or District Administrator's signature

10/10/08  
 Date

PLAF

MAIL TO:  
PROFESSIONAL LICENSURE  
DEPARTMENT OF EDUCATION  
ROOMS 106B & 107B  
FOUR CAPITOL MALL  
LITTLE ROCK, AR 72201-1071



APPLICATION FOR TEACHING LICENSE

# Arkansas

DEPARTMENT OF EDUCATION  
Professional Licensure

Telephone No: (501) 682-4342

Fax No: (501) 682-4898

Web Page: <http://arhedu.state.ar.us>

NOTICE

Incomplete applications will be returned  
without action, with omissions checked.

F A

PLE

Non Criminal Background Check:			All coursework must be documented by providing official college transcripts:			Applicable Fees:		
<input type="checkbox"/> Enclosed	<input type="checkbox"/> Being Forwarded To AR State Police	<input checked="" type="checkbox"/> On File	<input type="checkbox"/> Enclosed	<input type="checkbox"/> Being Forwarded	<input checked="" type="checkbox"/> On File	<input type="checkbox"/> Enclosed	<input type="checkbox"/> Pay Online	

Date: 10-26-09

SSN

Name:

KathyAnnHodges

First

Middle

Last

Maiden

Mail License To:

Hope Public Schools

Home Phone:

NA

Name OR School District

Cellular Phone:

117 East Second Street

Pager:

Street and/or Route Number

Apartment #

Fax:

Hope, AR 71801

Work Phone:

City

State

Zip

Email:

870-777-3451Kathy.hodges@hope.k12.ar.i

Date of Birth			FOR STATISTICAL PURPOSES ONLY	PROCESSING FEE	Have you ever held an Arkansas teaching license? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Month	Day	Year			
<u>04</u>	<u>19</u>	<u>1957</u>	CHECK ONE	CHECK ONE (IF APPLICABLE)	Have you ever had a license revoked in any state? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Number Years Taught <u>22</u>			( ) AMERICAN INDIAN	( ) \$100-5 YEAR STANDARD	Have you ever been convicted of a crime? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Arkansas <u>13 yrs.</u>			( ) ALASKAN NATIVE	( ) \$100-5 YEAR RENEWAL	If so, was the crime a <input type="checkbox"/> Felony <input type="checkbox"/> Misdemeanor
Other <u>Texas. 9 yrs.</u>			( ) ASIAN OR PACIFIC ISLANDER	( ) \$50- ADDING DEGREE	What was the crime you were convicted of?
			( ) BLACK	( ) \$50-DUPLICATE	
			<input checked="" type="checkbox"/> WHITE	( ) \$100-5 YEAR VOCATIONAL PERMIT	
			( ) HISPANIC		
			CHECK ONE	* PLEASE NOTE: NO PERSONAL CHECKS ACCEPTED:	What was the date of your conviction?
			( ) MALE	Money orders or cashier checks only. You can pay on-line by credit card or electronic checks (Echecks)@ <a href="https://www.ark.org/teachers/licensure">https://www.ark.org/teachers/licensure</a>	
			<input checked="" type="checkbox"/> FEMALE		

Please indicate the application type and the degree level of your license.

Application Type		Degree Level
<input type="checkbox"/> Initial	<input checked="" type="checkbox"/> Adding Additional Licensure Area	<input type="checkbox"/> Less than Bachelor's
<input checked="" type="checkbox"/> Standard	<input type="checkbox"/> Reciprocity	<input type="checkbox"/> Bachelor's
<input type="checkbox"/> Name Change	<input type="checkbox"/> Adding Degree	<input checked="" type="checkbox"/> Master's
<input type="checkbox"/> Provisional	<input type="checkbox"/> Converting Provisional to Standard	<input type="checkbox"/> Specialist
<input type="checkbox"/> Renewal	<input type="checkbox"/> Non-Traditional	<input type="checkbox"/> Doctorate
<input type="checkbox"/> Duplicate	<input type="checkbox"/> Correction	
<input type="checkbox"/> Lifetime License		

To be completed only when adding an additional licensure area

Licensure Code Number(s)	Licensure Area(s)
	<u>Principles of Technology</u>
	<u>Physics in Context</u>

FOR DEPARTMENT USE ONLY

TYPE	LOWEST DEGREE	HIGHEST DEGREE
YEAR	DEGREE CODE	DEGREE CODE
TYPE	STATE CODE	STATE CODE
Effective Date	ARKANSAS	ARKANSAS
Expiration Date	COLLEGE CODE	COLLEGE CODE

Area And/Or Level of Licensure


COPY

## PLAF

CLASS CODE: (Please enter applicable code in box below)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> 1 One Year (Provisional) | <input type="checkbox"/> 9 One Year Professional Teaching Permit | <input type="checkbox"/> 15 One Year Non-Renewable (1085)         |
| <input type="checkbox"/> 4 Lifetime License       | <input type="checkbox"/> 12 One Year Non-Renewable (1082)        | <input type="checkbox"/> 22 One Year Renewable Provisional (1282) |
| <input type="checkbox"/> 6 Three Year (Initial)   | <input type="checkbox"/> 13 One Year Non-Renewable (1083)        |   |
| <input type="checkbox"/> 7 Five Year (Standard)   | <input type="checkbox"/> 14 One Year Non-Renewable (1084)        |   |
| <input checked="" type="checkbox"/> 7 Class Code  |  |   |

All individuals applying for the renewal of a standard Arkansas teaching license must provide documentation of at least two years of educational work experience during the last five years and verification of having completed sixty (60) hours of professional development annually beginning with the 2005-2006 school year.

NOTE: When the experience and/or professional development has been completed in an educational setting other than an Arkansas public school, the applicant shall present on official letterhead, verification of both the experience and professional development, including the signature & title of the verifying official.

NOTE: The standard Arkansas teaching license will be automatically renewed for those teachers employed in an Arkansas public school the last effective year of their license, and that have completed their required professional development and successfully cleared at least one background check by the Arkansas State Police and FBI.

Date of most recent two years of educational work experience: 07-09Work experience school name: Hope High School City & State of experience Hope, AR.

Signature of Applicant

x Kathy Hodges

Signature of Person Verifying Experience (Must be an official listed below, or a designated representative)

x Kevin M. Muller

Check appropriate box of Verifying Official

☒ Superintendent☐ Asst. SuperintendentThis portion is to be completed by Arkansas institutional officials only, not by the applicant**PROGRAM OF STUDIES VERIFICATION FOR INITIAL LICENSURE**

This verifies that \_\_\_\_\_ has satisfactorily completed the requirements for  
initial licensure in \_\_\_\_\_  
Area(s) and Level(s) of Licensure

**OR****PROGRAM OF STUDIES VERIFICATION FOR ADDING AREAS OF LICENSURE**

This verifies that \_\_\_\_\_ has satisfactorily completed

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Program of study | <input type="checkbox"/> Degree requirements | <input type="checkbox"/> Required PRAXIS Assessment |
| <input type="checkbox"/> Internship       | <input type="checkbox"/> Portfolio           |   |

for adding the additional area(s) of \_\_\_\_\_  
Area(s) and Level(s) of Licensure

Institution

Date

Designated Official

COLLEGE SEAL

# STATE OF ARKANSAS



## Department of Career Education

*Kathy Hodges*

Has earned 1.5 Continuing Education Units (CEU's); 15 Training Hours

In

**Principles of Technology / Physics in Context  
New Teacher Workshop**

Held at Searcy High School — September 11-13, 2009

(5.02.01 Content (K-12) 5.02.02 Instructional Strategies, 5.02.09 Education Technology)

Provider Code: 1083-1

*Signed this 13<sup>th</sup> day of September, 2009*

*Bruce T. Gagne*  
Program Manager

*Sandra Foltz*  
Associate Director





Department of  
Career Education

Mike Beebe  
*Governor*

William L. "Bill" Walker, Jr.  
*Director*

October 20, 2009

Kathy Hodges  
Hope High School  
1700 South Main Street  
Hope, AR 71801

Dear Ms. Hodges;

Enclosed is your certificate for attending the Principles of Technology/Physics in Contest New Teacher Workshop. We appreciate your desire to attend and hope to see you in the future.

Sincerely,

A handwritten signature in cursive script that reads "Bruce Lazarus".

Bruce Lazarus  
Program Manager  
High Schools That Work

Enclosure



# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 2009

Dr. Tom W. Kimbrell  
*Commissioner*

State Board  
of Education

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*Melbourne  
Vice Chair*

Sherry Burrow  
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Brenda Gullett  
*Fayetteville*

Sam Ledbetter  
*Little Rock*

Alice Mahony  
*El Dorado*

Dr. Ben Mays  
*Clinton*

Toyce Newton  
*Crossett*

Mr. Kenneth W. Muldrew  
Superintendent  
Hope School District  
117 East Second Street  
Hope, AR 71801

Re: Second Year of Accredited-Probationary Status for Hope High School

Dear Superintendent Muldrew:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. § 6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all Standards for Accreditation for two (2) consecutive years.

The Hope High School was identified as Accredited-Probationary by the Department on May 15, 2008, as well as May 15, 2009. Ark. Code Ann. § 6-15-207 (c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet Standards for Accreditation for two (2) consecutive years:

- (1) Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
- (2) Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
- (3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
- (4) Require a school district to close down or dissolve a particular school or schools within a school district;
- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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

- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- (7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
- (8) Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

Please be advised that this is your written notice that should you wish to submit any comments in writing, you may do so by submitting to my office by noon on Wednesday, October 28, 2009. Given the fact that the district's opportunity to appeal has elapsed, the State Board of Education will be considering its final action as required by law.

**The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 9, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 1:00 p.m.**

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit



# ARKANSAS DEPARTMENT OF EDUCATION

November 4, 2009

Dr. Tom W. Kimbrell  
*Commissioner*

## State Board of Education

Dr. Naccaman Williams  
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Alice Mahony  
*El Dorado*

Dr. Ben Mays  
*Clinton*

Toyce Newton  
*Crossett*

Dr. Ray Nassar  
Superintendent  
Hughes School District  
P. O. Box 9  
Hughes, AR 72348

Re: Second Year of Accredited-Probationary Status for Hughes High School

Dear Superintendent Nassar:

I am writing to advise you that it has become necessary to remove the consideration of your school's second year of probationary status from the November 9, 2009 agenda of the State Board of Education (State Board).

The State Board of Education will now take this matter into consideration at its scheduled meeting on Monday, December 14, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 9:00 a.m.

If you have not previously submitted comments in writing for the State Board's consideration and wish to do so, you may submit your comments to my office by noon on Wednesday, December 2, 2009. If you prefer, you may fax the comments to me at (501) 682-4249. If you have already submitted comments, they will be included in the State Board's agenda materials for its December meeting.

*Tripp Walter*  
Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit

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

Post Office Box 9

Telephone 870-339-2570

**HUGHES PUBLIC SCHOOLS**Office Of The Superintendent  
Hughes, Arkansas 72348

December 2, 2009

Dr. Tom W. Kimbrell  
State Board of Education  
Four Capitol Mall  
Little Rock, AR 72201-1019

Re: Second Year of Accredited – Probationary Status for Hughes High School

Dear Dr. Kimbrell and State Board Members:

I am writing this letter to thank you for giving the Hughes School District an opportunity to correct some mistakes that have been made in the past. Our community and students would also like to thank you.

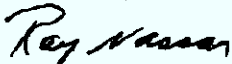
On June 8, 2009, Frank Wimer and Annette Barnes made several recommendations that you all approved. The Hughes School District has addressed these recommendations and will continue to implement the necessary changes that are required for the district to meet standards and comply with No Child Left Behind. Some of the recommendations that we have put into place are:

State School Improvement Director	Karen Sullards
America's Choice Cluster Leader	Suzie Paige
New K-12 Principal	Gheric Bruce

Meaningful professional development. ( I have included our August schedule)

Our district looks forward to working with you and we always will address your concerns and recommendations.

Sincerely,

Dr. Ray Nassar  
Superintendent

**2009-2010 August Staff Development Agenda****Monday, August 10, 2009**

- 8:00-9:00—Superintendent's Expectations—cafeteria—Dr. Nassar
- 9:00-9:30—PPC for Classified and Certified—(no credit)
- 9:30-12:00—Principal's Expectations—cafeteria—Mr. Bruce
- 12:00-12:30—LUNCH
- 12:30-2:30—Computer 101 and Computer 102—Mr. J. Jones (location to be announced)
- 2:30-3:00—Smart Core/Common Core—cafeteria—Mr. Manning

**Tuesday, August 11, 2009**

- 8:00-9:00—Ethics Training—library—Dr. Nassar
- 9:00-12:00—ACSIP Data Analysis—library—Mrs. FA Owens
- 12:00-1:00—LUNCH
- 1:00-3:00—ACSIP Data Analysis cont.

**Wednesday, August 12, 2009**

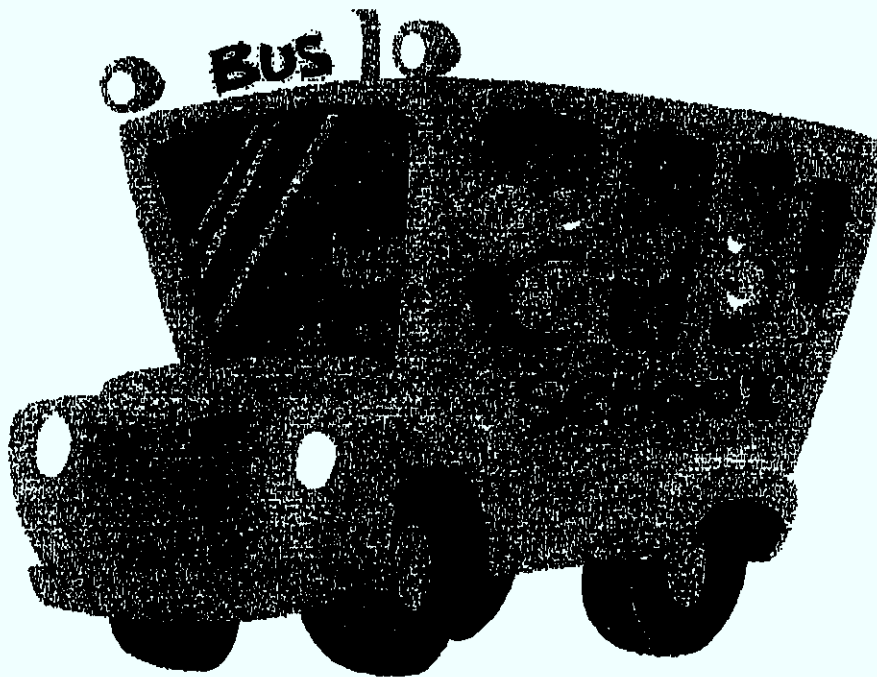
- 8:00-8:30—Data Summation—cafeteria—Dr. Nassar
- 8:30-9:00—School Dude for High School Teachers—(TBA)—C. Jackson  
Using Your Shoebox Account for Elementary Teachers—(TBA)—J. Jones
- 9:00-9:30—School Dude for Elementary Teachers—C. Jackson  
Using Your Shoebox Account for High School Teachers—J. Jones
- 9:30-11:00—Classroom Preparation
- 11:00-12:00—LUNCH
- 12:00-3:00—K-5 teachers Science with The Learning Institute—HS computer lab—TLI  
Cultural School Change with 6th-High School Teachers—cafeteria—Dr. Parker

**Thursday, August 13, 2009**

- 8:00-8:30—Morning Recap—cafeteria—Dr. Nassar
- 8:30-11:00—Edline and Gradequick—HS Computer Lab—D. Smithwick
- 11:00-12:00—LUNCH
- 12:00-3:00—Edline and Gradequick cont.

**Friday, August 14, 2009**

- 8:00-8:30—Morning Recap—cafeteria—Dr. Nassar
- 8:30-11:00—America's Choice—cafeteria—Dr. S. Hall and/or Owens, Sibley, Wilkerson
- 11:00-12:00—LUNCH
- 12:00-3:00—ACSIP Planning—cafeteria—Mrs. FA Owens and Mrs. Coveny

**Monday, August 17, 2009****00-8:30—Morning Recap—cafeteria—Dr. Nassar****00-11:00—SmartBoard Training—library—Ms. D. Smithwick****00-12:00—LUNCH****00-3:00—America's Choice/Curriculum—cafeteria—Owens, Sibley, Wilkerson****00-6:00—Classroom Preparation****00-8:00—Parent-Teacher Conferences—Welcome Back Celebration****Tuesday, August 18, 2009****00-8:30—Morning Recap—cafeteria—Dr. Nassar****00-10:30—Parental Involvement—cafeteria—Ms. D. Smithwick****00-11:30—Computers During the School Day—HS Computer Lab—J. Jones****00-12:30—LUNCH****00-3:00—Edline and Gradequick Setup—Individual Work Time in Classrooms***Welcome Back!*

**Consideration of Recommendation of Action to Address the Hughes School District for Failing to Meet all Standards for Accreditation**

~~Frank Wimer and Annette Barnes~~ were recognized to present this item. Mr. Wimer reported that sanctions to the Hughes School District are necessary due to the high school's failure to meet state accreditation standards for three consecutive years. He also noted that the Department has been working with Dr. Ray Nassar, superintendent this past year, to correct the findings and Mr. Wimer reported that progress has been made and that the district should not experience findings for the next school year. Among the sanctions reported by Mr. Wimer was the appointment of a technical assistance coordinator for the coming year. Ms. Barnes stated that this person, yet to be named, would be paid by the district, but would work under the supervision of the Department and would report to the Department on a weekly basis of the status of implementation of the improvement plan.

Ms. Gullett asked about the school improvement status and the number of years that the school(s) in the Hughes School District have been in some status of school improvement and questioned how long such failure to meet standards could continue. Ms. Barnes stated that it was necessary to look at State accreditation separately from any sanctions imposed as part of the No Child Left Behind status. She stated with the presence of the In-district technical assistance staff, the Department, as well as the district, should have better information and a more focused response to the overall performance of this district. Dr. Julian noted that under "Omnibus" any time the Board feels that a school is not making progress, the Board has a number of options and actions such as providing for an in-district technical assistance coordinator is one of those options.

Dr. Nassar stated that the Hughes School District is positioned to make progress and he welcomes the additional support from the State Board. Dr. Nassar also responded to a comment about technology by affirming the presence of technology in classrooms and stating that all staff will receive professional development in the use of technology before school begins in August.

Ms. Gullett moved to approve the Department recommendations regarding Hughes School District. Dr. Williams seconded the motion. The motion was adopted unanimously.





# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 2009

Dr. Tom W. Kimbrell  
Commissioner

State Board  
of Education

Dr. Naccaman Williams  
Springdale  
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Vice Chair

Sherry Burrow  
Jonesboro

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Toyce Newton  
Crossett

Dr. Ray Nassar  
Superintendent  
Hughes School District  
P. O. Box 9  
Hughes, AR 72348

Re: Second Year of Accredited-Probationary Status for Hughes High School

Dear Superintendent Nassar:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. § 6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all Standards for Accreditation for two (2) consecutive years.

The Hughes High School was identified as Accredited-Probationary by the Department on May 15, 2008, as well as May 15, 2009. Ark. Code Ann. § 6-15-207 (c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet Standards for Accreditation for two (2) consecutive years:

- (1) Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
- (2) Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
- (3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
- (4) Require a school district to close down or dissolve a particular school or schools within a school district;
- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- (7) **Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;**
- (8) Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

Please be advised that this is your written notice that should you wish to submit any comments in writing, you may do so by submitting to my office by noon on Wednesday, October 28, 2009. Given the fact that the district's opportunity to appeal has elapsed, the State Board of Education will be considering its final action as required by law.

**The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 9, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 1:00 p.m.**

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit



# ARKANSAS DEPARTMENT OF EDUCATION

November 4, 2009

Dr. Tom W. Kimbrell  
Commissioner

## State Board of Education

Dr. Naccaman Williams  
Springdale  
Chair

Jim Cooper  
Melbourne  
Vice Chair

Sherry Burrow  
Janesboro

Brenda Gullett  
Fayetteville

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Toyce Newton  
Crossett

Mr. Milton Washington  
Superintendent  
Osceola School District  
2750 West Semmes  
Osceola, AR 72370

Re: Second Year of Accredited-Probationary Status for Academic  
Center of Excellence

Dear Superintendent Washington:

I am writing to advise you that it has become necessary to remove the consideration of your school's second year of probationary status from the November 9, 2009 agenda of the State Board of Education (State Board).

The State Board of Education will now take this matter into consideration at its scheduled meeting on Monday, December 14, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 9:00 a.m.

If you have not previously submitted comments in writing for the State Board's consideration and wish to do so, you may submit your comments to my office by noon on Wednesday, December 2, 2009. If you prefer, you may fax the comments to me at (501) 682-4249. If you have already submitted comments, they will be included in the State Board's agenda materials for its December meeting.

*Tripp Walter*  
Tripp Walter

Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit

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

**Randall Lawrence (ADE)**

---

**From:** Faye Hill [fhill@seminoles.k12.ar.us]

**Sent:** Monday, October 26, 2009 2:46 PM

**To:** ~~Randall Lawrence (ADE)~~

**Subject:** From Milton Washington regarding Tammy Wood

Mr. Lawrence,

This e-mail is to notify you that Mrs. Tammy Wood has been removed as the Algebra 1 teacher at the Osceola School District and the Board will be notified that she will not be teaching Algebra 1 for the Osceola School District until she is certified.

Faye Hill  
for Milton Washington  
Osceola School District

# Osteola Public Schools

MEMBER NORTH CENTRAL ASSOCIATION

Board of Education

Ollic Collins, President  
Sylvester Belcher, Vice-President  
Shannon Sullivan, Secretary  
James Baker  
Randy Carney  
Terry Cole  
Carroll Smith

Milton Washington, Supt

2750 W. Semmes  
P. O. Box 528  
Osceola, Arkansas 72370  
Phone 870-563-2561  
Fax 870-563-2181

Mr. Randal Lawrence  
Arkansas Department of Education  
Room 202D  
Little Rock, AR 72201

RECEIVED  
DEC 2 - 2009

STANDARDS  
ASSURANCE

VIA Fax # 501-682-4618

Dear Mr. Lawrence:

This letter is a follow up to our phone conversation regarding the Algebra 1 teacher at the Osceola Academic Center of Excellence Charter School.

Mr. David Burger (SS# 212-11-5980) will be replacing Ms. Tammy Wood. If you need further information, please call me at 870-563-2561, ext 7.

Yours truly,

*Milton L. Washington*

Milton Washington  
Superintendent

RECEIVED  
DEC 2 - 2009

STANDARDS  
ASSURANCE

**Osceola School District**

*From the Desk of...*

**Faye Hill**

Mr. Lawrence,

Here is the info. you  
requested. If you need  
anything else, please  
let me know.

Faye

**MINUTES OF THE BOARD OF EDUCATION  
OSCEOLA SCHOOL DISTRICT NO. 1**

Regular Meeting, Board of Education, Osceola School District No. 1  
November 9, 2009  
Administration Building

Members Present: James Baker, Sylvester Belcher, Randy Carney, Terry Cole, Ollie Collins,  
Carroll Smith, and Shannon Sullivan

Members Absent: None

Others Present: Milton Washington, Superintendent  
Carissa Lacy, Director of Curriculum/Instruction  
Sharon McGee, Principal  
Bryan Winston, Facilities Director  
Phyllis Davenport, Administrative Assistant  
John Warriner, Architect  
Sandra Brand, Osceola Times



1. The meeting was called to order at 6:00 p.m. by Ollie Collins.
2. James Baker offered the invocation.
3. October Minutes were approved as submitted.
4. Motion James Baker, seconded by Carroll Smith to approve the Timed Agenda.  
Motion passed.
5. No presentation for agenda items 5, 6, and 7.

John Warriner presented the drawing for the new elementary building. He stated that construction would start June 2010 and be completed by November 1, 2011. Motion Carroll Smith, seconded by Randy Carney to approve the plans to be sent to the State Department. Motion passed.

8. Motion Carroll Smith, seconded by James Baker to approve the Stimulus plan as presented by Sandra Landry. Motion passed. Mr. Washington stated that he is putting together a hiring package for a facilitator for the Stimulus projects.
9. Milton Washington presented the District Budget and reviewed the financial reports. Motion Carroll Smith, seconded by James Baker to approve the District Financial Reports as submitted. Motion passed.
10. Bryan Winston reviewed the maintenance and repair reports for October. Sylvester Belcher asked where he would find the vendors for the work orders shown on the report. Due to the time, this discussion was tabled until the next meeting.

11. Mr. Washington stated that he has been researching interest rates and bank fees. He stated that the certificate of deposit will be coming due in December and we need to put some of that money in a short term CD for building construction draws. Motion Randy Carney, seconded by Shannon Sullivan to authorize Mr. Washington to research interest rates dealing with the three million in certificate of deposits coming due in December.
12. Mr. Washington stated that a list of students who live in Osceola but attend South Mississippi Count was sent to Superintendent Gary Masters. Mr. Master's response was that the parents presented documents that the students reside in that District. Carroll Smith suggested writing a letter to the State Department stating that we are aware of students living in Osceola but attending South Mississippi County Schools and request that Osceola receive the funding for those students. The Board agreed that Mike Gibson should write the letter.
13. Carissa Lacy presented the instructional report. The report is attached.
14. Executive Session was called at 7:10 and ended at 8:05 with no action taken.  
  
Motion Carroll smith, seconded by Sylvester Belcher that Mr. Washington has informed the Board that Tammy Wood is no longer teaching Algebra I. Motion passed.  
  
Motion Sylvester Belcher, seconded by Carroll Smith to hire Tammy Black, bus driver. Motion Passed.  
  
Motion Sylvester Belcher, seconded by James Baker to accept Lou Riggs' resignation. Motion passed.
15. Mr. Washington reviewed the list of bills. He stated that work is no longer being done without an approved work order. The Board asked to see the spreadsheet pertaining to District travels and a detailed list of work orders to match up with the costs shown on the list of bills. Motion James Baker, seconded by Shannon Sullivan to pay the bills as listed. Motion passed.
16. Motion Carroll Smith, seconded by Terry Cole to approve the 2008 Legislative Audit Report for the year ending June 30, 2008. Motion passed.
17. Motion Carroll Smith, seconded by Randy Carney to adjourn. Motion passed. Meeting adjourned at 8:35 p.m.

---

(Signed) Mr. Ollie Collins, President

---

(Signed) Mr. Shannon Sullivan, Secretary



11/2/2008

## Master Schedule Search Listing

Page: 1

Course Name	Section Number	Section Teacher	Study Type	Credit Grade Unit	Schooling	Max Days Hours
55801 1 DAY LEARN LAB 1	0	01 WOOD, TANNY	N Blockette	1.000 06,07,08,09	OSCEOLA ACADEMIC	22 0 327
577310 MATH 7	2	01 WOOD, TANNY	N Blockette	.000 07	OSCEOLA ACADEMIC	22 12 328
577310 MATH 7	3	05 WOOD, TANNY	N Blockette	.000 07	OSCEOLA ACADEMIC	22 10 328
577310 MATH 7	4	06 WOOD, TANNY	N Blockette	.000 07	OSCEOLA ACADEMIC	22 12 328
577311 PRE-ALGEBRA 7	1	01 WOOD, TANNY	A Blockette	.000 07	OSCEOLA ACADEMIC	22 15 328
577311 MATH 7	5	05 WOOD, TANNY	A Blockette	.000 07	OSCEOLA ACADEMIC	22 12 328
577311 MATH 7	3	06 WOOD, TANNY	N Blockette	.000 07	OSCEOLA ACADEMIC	22 10 328
577311 MATH 7	4	08 WOOD, TANNY	N Blockette	.000 07	OSCEOLA ACADEMIC	22 12 328
577311 PRE-ALGEBRA 7	1	02 WOOD, TANNY	A Blockette	.000 07	OSCEOLA ACADEMIC	22 15 328
577311 PRE-ALGEBRA 8	2	03 WOOD, TANNY	N Blockette	.000 08	OSCEOLA ACADEMIC	22 15 328
577311 PRE-ALGEBRA 8	3	04 WOOD, TANNY	N Blockette	.000 08	OSCEOLA ACADEMIC	22 12 328
577311 PRE-ALGEBRA 8	4	05 WOOD, TANNY	N Blockette	.000 08	OSCEOLA ACADEMIC	22 12 328
577311 PRE-ALGEBRA 8	2	06 WOOD, TANNY	N Blockette	.000 08	OSCEOLA ACADEMIC	22 15 328
577311 PRE-ALGEBRA 8	3	07 WOOD, TANNY	N Blockette	.000 08	OSCEOLA ACADEMIC	22 12 328
577311 PRE-ALGEBRA 8	4	08 WOOD, TANNY	N Blockette	.000 08	OSCEOLA ACADEMIC	22 12 328
577311 REMEDIATION	3	09 WOOD, TANNY	A Regular	.000 07	OSCEOLA ACADEMIC	22 7 328
577311 REMEDIATION	20	10 WOOD, TANNY	A Regular	.000 07,08	OSCEOLA ACADEMIC	22 0 328
577311 REMEDIATION	25	0 WOOD, TANNY	N Regular	.000 07,08	OSCEOLA ACADEMIC	22 0 328
577311 REMEDIATION	48	0 WOOD, TANNY	N Regular	.000 07	OSCEOLA ACADEMIC	22 5 328
577311 REMEDIATION	52	0 WOOD, TANNY	N Regular	.000 07	OSCEOLA ACADEMIC	22 1 328
577311 PREP PERIOD	10	04 WOOD, TANNY	A Regular	.000	OSCEOLA ACADEMIC	0 0 328

too light to read

# **WAIVER REQUEST(S) FORM (ACT 1623 OF 2001)**

Effective July 1, 2006, and pursuant to Federal regulations of NCLB regarding Highly Qualified Teachers (HQT),  
Schools/Districts may only hire teachers in core academic areas who have HQT status.

Osceola \_\_\_\_\_

47-13

School District \_\_\_\_\_


LEA Number \_\_\_\_\_

11-12-2009

Date \_\_\_\_\_

A waiver request to assign a teacher outside of his/her licensure/subject area or grade level, for more than thirty (30) consecutive days during a school year, is being submitted for the following teacher(s).

Name	SS#	Current Licensure Area (s)	*Out-of-Area Assignment	Does this assignment area require HQT (yes/no)	Is this teacher HQ for this subject area? (yes/no)	ALP "on File" or "Enclosed"	All school years employed under an ALP in this area
Willlean Jones	430-61-7389	MidChlangArt/SS/SciMath	Algebra 1	Y	N	Enclosed	2009-10
Note: Ms. Jones will be taking the place of Tammy Wood.							

  
Superintendent's Signature

PO Box 528

School Address

Osceola, Arkansas 72370

City State Zip Code

\* Please list specific subject and grade level.  
If this is a Special Education assignment, indicate if the assignment is in a core academic area for credit and list the area.  
Example: Special Education (Math) or Special Education (General).

Completion of items 1-3 is required prior to receiving consideration for a waiver for each teacher.

(1) Justification for waiver request via documentation of efforts to find a Highly Qualified licensed teacher for the subject/grade levels listed when required:

Representatives from the district attended Job Fairs throughout Arkansas-Conway, Jonesboro, and Pine Bluff. On-going contact has also been made to the ADE Office of Teacher Recruitment

(2) Provide a copy of the written plan(s) with timelines for completion, that are on file with the District/School for becoming a licensed and Highly Qualified Teacher where required:

Attached

(3) For those teachers who taught on a waiver in this subject area last year or in previous years, please provide evidence of progress by this teacher to become licensed and to obtain HQ status in this subject area:

Please mail to:

Ron Tolsen, Coordinator  
Professional Licensure  
# 4 State Capitol Mall, Room 107 B  
Little Rock, AR 72201

**Arkansas Department of Education**  
**Individual Teacher Plan to become Highly Qualified and**  
**Licensed while employed under an Additional Licensure Plan**  
 (One subject per form)

Teacher Name William Jones Date 11-10-09  
 School Ozark Middle School School District Ozark

I, William Jones (Teacher's name) intend to establish Highly Qualified Teacher status in the following area.

**Choose level of HQT status sought.**

- ☐ Early Childhood/Elementary-K-6  
☒ Middle Childhood/Grades 4-8  
☐ Secondary/Grades 7-12

**If applicable choose the subject area.**

- ☐ English  
☐ Reading or Language Arts  
☒ Mathematics  
☐ Science  
☐ Art  
☐ Social Studies  
☐ Music  
☐ Foreign Lang. (Specify: \_\_\_\_\_)

The following program of study and/or testing has been identified as meeting the requirements for licensing and/or becoming highly qualified for the additional licensure plan employed under. Adequate yearly progress is required to remain employed under an additional licensure plan.

**Program of Study**

Coursework	Date or Semester
Algebra I for 8 Ozark	June 8-12-2009 (40+ hours)
William West University Ed.S	Graduate Dec 11, 2009

**Testing**

Praxis II Content Knowledge Exam	Date to be taken
Middle School Math	Jan 14, 2009

**Other**

William Jones  
 Teacher's signature  
Mary Hayden  
 School or District Administrator's name

11-10-09  
 Date

William Jones  
 School or District Administrator's signature

\_\_\_\_\_  
 Date

11/12/2009

## CLASS LISTS

Page : 5

## 50 OSCEOLA MIDDLE SCHOOL

Course cd	Section Room	Description Crs Bldg	Lvl	Teacher	Teacher Name	Marking Periods	Days	Peri
430000	1	ALG 1	0	1242	JONES, WILLEAN	1234	MTWRF	3
A-5	50							

Phone	Student Id Days	Name Mp	Gd	Sex	Counselor	Hrm
	100001260	ALLEN, CHEKYAH D.	08	F	STUTTS, JERRI	N/A
(870)563-8306	100003830	BINGHAM, SHAKUR DUPREE	08	M	STUTTS, JERRI	N/A
(870)563-6891	100000211	BLACK, SHADONDRE K.	08	M	STUTTS, JERRI	N/A
(870)822-0542	100000195	EDWARDS, DE'MARIOCE	08	M	STUTTS, JERRI	N/A
(870)622-0755	100000000	GADSDEN, STEVEN ALONSO	08	M	STUTTS, JERRI	N/A
(870)563-3029	100005173	HUNTER, TIONNA MARCHAE	08	F	STUTTS, JERRI	N/A
(870)822-9486	100000207	MASON, RALPH C.	08	M	STUTTS, JERRI	N/A
(570)563-6678	100000210	MITCHELL, VICTOR	08	M	STUTTS, JERRI	N/A
(870)622-0664	100005185	PRICE, TA'QUIENCA	08	F	STUTTS, JERRI	N/A
(901)428-9690	100003911	SPARKS, YAMMONDA	08	F	STUTTS, JERRI	N/A
(870)822-1324	100004969	WRIGHT, DAVEJON M	08	M	STUTTS, JERRI	N/A
(870)622-9209						

TOTAL FOR CLASS: 11



# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 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  
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Sam Ledbetter  
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Alice Mahony  
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Dr. Ben Mays  
Clinton

Toyce Newton  
Crossett

Mr. Milton Washington  
Superintendent  
Osceola School District  
2750 West Semmes  
Osceola, AR 72370

Re: Second Year of Accredited-Probationary Status for Academic Center of Excellence

Dear Superintendent Washington:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. § 6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all Standards for Accreditation for two (2) consecutive years.

The Academic Center of Excellence High School was identified as Accredited-Probationary by the Department on May 15, 2008, as well as May 15, 2009. Ark. Code Ann. § 6-15-207 (c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet Standards for Accreditation for two (2) consecutive years:

- (1) Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
- (2) Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
- (3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
- (4) Require a school district to close down or dissolve a particular school or schools within a school district;
- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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(501) 682-4475  
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- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- (7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
- (8) Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

Please be advised that this is your written notice that should you wish to submit any comments in writing, you may do so by submitting to my office by noon on Wednesday, October 28, 2009. Given the fact that the district's opportunity to appeal has elapsed, the State Board of Education will be considering its final action as required by law.

**The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 9, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 1:00 p.m.**

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit



# ARKANSAS DEPARTMENT OF EDUCATION

November 4, 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. Rob McGill  
Acting Superintendent  
Pulaski County Special School District  
925 East Dixon Road  
Little Rock, AR 72206

Re: Second Year of Accredited-Probationary Status for Northwood Middle School

Dear Acting Superintendent McGill:

I am writing to advise you that it has become necessary to remove the consideration of your school's second year of probationary status from the November 9, 2009 agenda of the State Board of Education (State Board).

The State Board of Education will now take this matter into consideration at its scheduled meeting on Monday, December 14, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 9:00 a.m.

If you have not previously submitted comments in writing for the State Board's consideration and wish to do so, you may submit your comments to my office by noon on Wednesday, December 2, 2009. If you prefer, you may fax the comments to me at (501) 682-4249. If you have already submitted comments, they will be included in the State Board's agenda materials for its December meeting.

*Tripp Walter*  
Tripp Walter

Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit

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





## PULASKI COUNTY SPECIAL SCHOOL DISTRICT

925 East Dixon Road/P.O. Box 8601  
Little Rock, Arkansas 72216

[www.pcassd.org](http://www.pcassd.org)  
(501) 490-2000

October 22, 2009

Mr. Tripp Walter  
Arkansas Department of Education  
# 4 Capitol Mall  
Little Rock, AR 72201

Dear Mr. Tripp,

This letter is in response to the Accredited-Probationary Status of Northwood Middle School, a school within the Pulaski County Special School District. This school is in its second year of probationary status.

### SY 07-08

Northwood Middle School was cited in the 07-08 school year for a teacher teaching outside her certification area. Frances McGee, a middle school social studies teacher, was teaching one period of Girls Athletics. Mrs. McGee had a coaching endorsement as well as her middle school certification. Having the coaching endorsement was thought to be adequate for Girls Athletics. It was later determined by ADE that a certification for Physical Education 7-12 was required for teaching the athletics class. Mrs. McGee has since added Physical Education 7-12 to her certification areas. She is no longer teaching out of area.

### SY 08-09

Northwood Middle School was cited for three teachers teaching out of their areas of certification. Laconya Isaac was teaching 2 sections of Speech /Drama and was on an ALP for Speech/Drama . It was determined later by ADE that an ALP for Speech/Drama was not appropriate and that she should have been on an ALP for Middle School English/Language Arts. Mrs. Isaac has since added all areas of Middle School certifications and is fully certified.

Ann Higgins taught one section of Personal Finance and was on an ALP for Social Studies 7-12. It was determined later that she should have been on an ALP for 5/6 or a Middle School Language Arts. She is no longer teaching out of area.

Rose Austin was teaching special education and was on an ALP for Special Education, but failed to meet adequate yearly progress. She has been reassigned and is no longer teaching out of her area.

SY 09-10

All teachers at Northwood Middle School are teaching in their areas of certification.  
There should be no citations for the 09-10 school year.

If there is any further information needed, please do not hesitate to contact Deborah  
Coley, Asst. Supt. for Human Resources, and 501-490-6211 or [dcoley@pcssd.org](mailto:dcoley@pcssd.org).

Sincerely,

A handwritten signature in black ink, appearing to read "Robert McGill". The signature is written in a cursive, flowing style with a large, stylized "M".

Robert McGill  
Superintendent



# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 2009

Dr. Tom W. Kimbrell  
*Commissioner*

**State Board  
of Education**

Dr. Neccaman Williams  
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Dr. Ben Mays  
*Clinton*

Toyce Newton  
*Crossett*

Mr. Rob McGill  
Acting Superintendent  
Pulaski County Special School District  
925 East Dixon Road  
Little Rock, AR 72206

Re: Second Year of Accredited-Probationary Status for Northwood Middle School

Dear Acting Superintendent McGill:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. § 6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all Standards for Accreditation for two (2) consecutive years.

The Northwood Middle School was identified as Accredited-Probationary by the Department on May 15, 2008, as well as May 15, 2009. Ark. Code Ann. § 6-15-207 (c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet Standards for Accreditation for two (2) consecutive years:

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- (3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
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- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- (7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
- (8) Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

Please be advised that this is your written notice that should you wish to submit any comments in writing, you may do so by submitting to my office by noon on Wednesday, October 28, 2009. Given the fact that the district's opportunity to appeal has elapsed, the State Board of Education will be considering its final action as required by law.

**The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 9, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 1:00 p.m.**

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit



# ARKANSAS DEPARTMENT OF EDUCATION

November 4, 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. Rob Louder  
Superintendent  
Rector School District  
P. O. Box 367  
Rector, AR 72461

Re: Second Year of Accredited-Probationary Status for Rector High School

Dear Superintendent Louder:

I am writing to advise you that it has become necessary to remove the consideration of your school's second year of probationary status from the November 9, 2009 agenda of the State Board of Education (State Board).

The State Board of Education will now take this matter into consideration at its scheduled meeting on Monday, December 14, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 9:00 a.m.

If you have not previously submitted comments in writing for the State Board's consideration and wish to do so, you may submit your comments to my office by noon on Wednesday, December 2, 2009. If you prefer, you may fax the comments to me at (501) 682-4249. If you have already submitted comments, they will be included in the State Board's agenda materials for its December meeting.

*Tripp Walter*  
Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit

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Little Rock, AR  
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(501) 682-4475  
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# RSD

Rector School District #1, P.O. Box 367, Rector, Arkansas 72461

"PROVIDING A FIRM FOUNDATION"

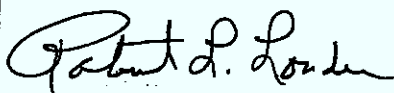
October 21, 2009

Mr. Tripp Walter  
Office of General Counsel  
#4 Capitol Mall  
Little Rock, Arkansas  
72201

Mr. Tripp:

Rector High has been on probation for two consecutive years, however all items of concern have been corrected and we are meeting all criteria necessary to meet standards for the 2009-2010 school year. We allowed boys basketball to be counted as a Physical Education credit in the 07-08 school year and discovered that the coach only had a coaching endorsement rather than being certified in Physical Education. In 08-09 AP math was inadvertently counted as the sixth math required to satisfy the standard of a math elective. All deficiencies have been corrected and the On Site Review team will be on our campus on October 21, 2009 to verify that indeed we are currently meeting standards. I know that ultimately all allegations and wrong doings are my responsibility and I will be much more diligent in checking the master schedule and certifications of our faculty in the future.

Sincerely,



Robert L. Louder  
Superintendent of Rector School District

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OCT 23 2009

DEPARTMENT OF EDUCATION  
GENERAL DIVISION



# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 2009

Dr. Tom W. Kimbrell  
Commissioner

**State Board  
of Education**

Dr. Naccaman Williams  
Springdale  
Chair

Jim Cooper  
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Vice Chair

Sherry Burrow  
Jonesboro

Brenda Gullett  
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Sam Ledbetter  
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Alice Mahony  
El Dorado

Dr. Ben Mays  
Clinton

Toyce Newton  
Crossett

Mr. Robert Louder  
Superintendent  
Rector School District  
P. O. Box 367  
Rector, AR 72461

Re: Second Year of Accredited-Probationary Status for Rector High School

Dear Superintendent Louder:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. § 6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all Standards for Accreditation for two (2) consecutive years.

The Rector High School was identified as Accredited-Probationary by the Department on May 15, 2008, as well as May 15, 2009. Ark. Code Ann. § 6-15-207 (c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet Standards for Accreditation for two (2) consecutive years:

- (1) Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
- (2) Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
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- (4) Require a school district to close down or dissolve a particular school or schools within a school district;
- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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Please be advised that this is your written notice that should you wish to submit any comments in writing, you may do so by submitting to my office by noon on Wednesday, October 28, 2009. Given the fact that the district's opportunity to appeal has elapsed, the State Board of Education will be considering its final action as required by law.

**The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 9, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 1:00 p.m.**

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit





# ARKANSAS DEPARTMENT OF EDUCATION

November 4, 2009

Dr. Tom W. Kimbrell  
*Commissioner*

## State Board of Education

Dr. Naccaman Williams  
*Springdale  
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Jim Cooper  
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Vice Chair*

Sherry Burrow  
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Brenda Gullett  
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Alice Mahony  
*El Dorado*

Dr. Ben Mays  
*Clinton*

Toyce Newton  
*Crossett*

Mr. David Gilliland  
Superintendent  
Twin Rivers School District  
5746 Oak Ridge Road  
Ravenden Springs, AR 72460

Re: Second Year of Accredited-Probationary Status for Williford Elementary and  
Williford High School

Dear Superintendent Gilliland:

I am writing to advise you that it has become necessary to remove the consideration of your school's second year of probationary status from the November 9, 2009 agenda of the State Board of Education (State Board).

The State Board of Education will now take this matter into consideration at its scheduled meeting on Monday, December 14, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 9:00 a.m.

If you have not previously submitted comments in writing for the State Board's consideration and wish to do so, you may submit your comments to my office by noon on Wednesday, December 2, 2009. If you prefer, you may fax the comments to me at (501) 682-4249. If you have already submitted comments, they will be included in the State Board's agenda materials for its December meeting.

*Tripp Walter*  
Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
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*Oak Ridge Central Campus*  
5749 Oak Ridge Road  
Ravenden Springs, AR 72460  
Telephone: 870.869.3479  
Fax: 870.869.3067  
Principal: Don Hamilton

5749 Oak Ridge Road  
Ravenden Springs, AR 72460  
David Gilliland, Superintendent

*Willford Campus*  
423 N. College Avenue  
Willford, AR 72482  
Telephone: 870.966.4330  
Fax: 870.966.4490  
Principal: Paulette Crouthers

October 26, 2009

Dear Mr. Walter,

In regards to our Accredited-Probationary status by the Department on May 15, 2008 as well as May 15 2009, we are in the process of correcting the problem being out of compliance with our library media teacher. We have sent a letter to the licensure department, asking for an ALP waiver to transition another certified staff member into the library media center.

As of October 27, 2009, the Twin Rivers School District has been granted a waiver pending approval by the Arkansas State Board of Education, as requested in our letter dated October 26, 2009, to assign the following licensed teacher to teach out of their licensure area for more than thirty (30) consecutive days: Linda Vincent.

This waiver is being granted based on the Permanent Rules Governing the Parental Notification an Assignment of a Non-Licensed Teacher to Teach a Class for More Than (30) Consecutive Days and for Granting Waivers.

The Twin Rivers Public School District shall also meet the requirements of Section 24.01 of the Rules Governing Accreditation of Arkansas Public Schools and School Districts for this wavier to be valid.

Sincerely,

David Gilliland  
Superintendent  
Twin Rivers Public Schools

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ATTORNEY'S OFFICE

OCT 27 2009

DEPARTMENT OF EDUCATION  
GENERAL DIVISION



# 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*

Mr. David Gilliland, Superintendent  
Twin Rivers School District  
5749 Oak Ridge Road  
Ravenden Springs, AR 72460

Dear Mr. David Gilliland,

The Standards Assurance Unit (SAU) will conduct on-site monitoring for preliminary verification of teaching required courses and other compliance issues evidenced on the final 2008-2009 Annual Accreditation Status Report. Because of the final 2008-2009 status of Accredited-Probationary, a team of Standards Assurance Unit (SAU) Specialists will conduct a review between the dates of September 15 and October 9 inclusive. This on-site monitoring is not a comprehensive On-campus Standards Review (OSR); it is a follow-up to final 2008-2009 Annual Accreditation Status Report issues.

An SAU specialist will contact you regarding the review. A specific time and date during the review period (9/15/09-10/09/09) will not be designated. The SAU specialist will discuss materials/evidence that may be reviewed.

Sincerely,

Frank Wimer  
Standards Assurance

pc: Elbert Harvey



# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 2009

Dr. Tom W. Kimbrell  
*Commissioner*

**State Board  
of Education**

Dr. Naccaman Williams  
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**Chair**

Jim Cooper  
*Melbourne*  
**Vice Chair**

Sherry Burrow  
*Jonesboro*

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*Fayetteville*

Sam Ledbetter  
*Little Rock*

Alice Mahony  
*El Dorado*

Dr. Ben Mays  
*Clinton*

Toyce Newton  
*Crossett*

Mr. David Gilliland  
Superintendent  
Twin Rivers School District  
5749 Oak Ridge Road  
Ravenden Springs, AR 72460

Re: Second Year of Accredited-Probationary Status for Williford Elementary  
and Williford High School

Dear Superintendent Gilliland:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. § 6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all Standards for Accreditation for two (2) consecutive years.

The Williford Elementary School and Williford High School was identified as Accredited-Probationary by the Department on May 15, 2008, as well as May 15, 2009. Ark. Code Ann. § 6-15-207 (c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet Standards for Accreditation for two (2) consecutive years:

- (1) Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
- (2) Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
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- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

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- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
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**The State Board of Education will take this matter into consideration at its scheduled meeting Monday, November 9, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 1:00 p.m.**

You will have an opportunity to respond to the State Board at this time. Please feel free to contact me if you have any questions.

Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit



# ARKANSAS DEPARTMENT OF EDUCATION

November 4, 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. John Dwyer  
Superintendent  
Yellville-Summit School District  
1124 North Panther Avenue  
Yellville, AR 72687

Re: Second Year of Accredited-Probationary Status for Yellville-Summit High School

Dear Superintendent Dwyer:

I am writing to advise you that it has become necessary to remove the consideration of your school's second year of probationary status from the November 9, 2009 agenda of the State Board of Education (State Board).

The State Board of Education will now take this matter into consideration at its scheduled meeting on Monday, December 14, 2009 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, at 9:00 a.m.

If you have not previously submitted comments in writing for the State Board's consideration and wish to do so, you may submit your comments to my office by noon on Wednesday, December 2, 2009. If you prefer, you may fax the comments to me at (501) 682-4249. If you have already submitted comments, they will be included in the State Board's agenda materials for its December meeting.

*Tripp Walter*  
Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit

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

Dear Mr. Gilbert,

As reported on our Cycle II report, we have changed staff assignments in the areas of math and science.

Sharon N. Devore ( ) is now teaching in her certified area of middle school. She has been replaced by Bruce Meyer (s ) in the area of 9-12 mathematics.

Also, Pamela G. Buel ( ) is now teaching in her certified area of middle school. She has been replaced by Holly Edwards ( ) in the area of physical science.

These changes were stated on our cycle 2 report.

Thank you for taking care of this matter.

Ralph Bishop, Principal  
Yellville-Summit High School

**Sallie Robert (ADE)**

---

**From:** Tonya Lane [lanet@ys.k12.ar.us]  
**Sent:** Monday, October 26, 2009 9:59 AM  
**To:** Shade Gilbert (ADE)  
**Subject:** Let me know if this will work..please.

**Attachments:** yellville-summit.pdf

---



yellville-summit.pdf  
(34 KB)

Let me know if this will work..please.

Thank you,

Tonya Lane  
Yellville-Summit Administrative Assistant



## **Sallie Robert (ADE)**

---

**From:** Tonya Lane [lanet@ys.k12.ar.us]  
**Sent:** Tuesday, October 27, 2009 11:22 AM  
**To:** Tripp Walter (ADE)  
**Cc:** Sallie Robert (ADE)  
**Subject:** Fwd: Let me know if this will work..please.

---

**Attachments:** Let me know if this will work..please.



Let me know if this  
will work....

Please let me know if this was received and is sufficient.

Thank you,

Tonya Lane  
Yellville-Summit Administrative Assistant



# ARKANSAS DEPARTMENT OF EDUCATION

October 20, 2009

Dr. Tom W. Kimbrell  
*Commissioner*

**State Board  
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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. Jack Leatherman  
Superintendent  
Yellville-Summit School District  
1124 North Panther Avenue  
Yellville, AR 72687

Re: Second Year of Accredited-Probationary Status for Yellville-Summit High School

Dear Superintendent Leatherman:

The purpose of this letter is to provide you with notice, under Ark. Code Ann. § 6-15-206, that the Department of Education is required to take action concerning your school's failure to meet all Standards for Accreditation for two (2) consecutive years.

The Yellville-Summit High School was identified as Accredited-Probationary by the Department on May 15, 2008, as well as May 15, 2009. Ark. Code Ann. § 6-15-207 (c) provides that the State Board of Education shall take at least one of the following actions against any school failing to meet Standards for Accreditation for two (2) consecutive years:

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Sincerely,



Tripp Walter  
Interim General Counsel

TW/slr

cc: Dr. Alice Barnes Rose, Assistant Commissioner-Learning Services  
Annette Barnes, Coordinator, School Improvement  
Frank Wimer, Standards Assurance Unit