



AGENDA

STATE BOARD OF EDUCATION

November 15, 2011

Arkansas Department of Education

Arkansas Department of Education Auditorium, State Education Building

9:00 AM

 [← Back](#)  [Print](#)

Action Agenda

A-1 Hearing of Open Enrollment Charter Application Appeal and ADE Review: Premier High School of Texarkana, Texarkana, Arkansas

Premier High School of Texarkana is a proposed open-enrollment public charter school to be located within the Texarkana Arkansas School District in Texarkana, Arkansas. The sponsoring entity on the letter of intent and charter application is Responsive Education Solutions ("ResponsiveEd"). Grades 9-12 will be served with a maximum enrollment of 200 students. The proposed site for the school is 210 North State Line Avenue, Texarkana, Arkansas. The applicant has notified affected districts for this proposed public charter school.

Staff members from several units of the ADE reviewed the application for Premier High School of Texarkana. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant have been included for review by the Board. The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: Dr. Mary Ann Duncan

A-2 Hearing of Open Enrollment Charter Application Appeal and ADE Review: The Diploma School of Jonesboro, Jonesboro, Arkansas

The Diploma School of Jonesboro is a proposed open-enrollment public charter school to be located within the Jonesboro School District in Jonesboro, Arkansas. The sponsoring entity on the letter of intent and charter application is Osceola Communication, Business and Arts Inc. Grades 11-12 will be served with a maximum enrollment of 300 students. The proposed site for the school is 1901 Woodsprings, Jonesboro, Arkansas. The applicant has notified affected districts for this proposed public charter school.

Staff members from several units of the ADE reviewed the application for The Diploma School of Jonesboro. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant have been included for review by the Board. The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education

Presenter: Dr. Mary Ann Duncan

A-3 Hearing of Open Enrollment Charter Application Appeal and ADE Review: The

Diploma School of West Memphis, West Memphis, Arkansas

The Diploma School of West Memphis is a proposed open-enrollment public charter school to be located within the West Memphis School District in West Memphis, Arkansas. The sponsoring entity on the letter of intent and charter application is Osceola Communication, Business and Arts Inc. Grades 11-12 will be served with a maximum enrollment of 300 students. The proposed site for the school is 500 West Broadway, West Memphis, Arkansas. The applicant has notified affected districts for this proposed public charter school.

Staff members from several units of the ADE reviewed the application for The Diploma School of West Memphis. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant have been included for review by the Board. The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: Dr. Mary Ann Duncan

Application Cycle 2011

ADE Hearing Letter

Premier High School of Texarkana



ARKANSAS DEPARTMENT OF EDUCATION

October 18, 2011

Dr. Tom W. Kimbrell
Commissioner

Charles Cook
ResponsiveEd
1301 Waters Ridge Drive
Lewisville, Texas 75057

Mr. Russell Sapaugh, Superintendent
Texarkana School District
3512 Grand Avenue
Texarkana, Arkansas 71854

State Board
of Education

Dr. Ben Mays
Clinton
Chair

**Re: Notice of State Board Hearing
Premier High School of Texarkana Public Charter School Application**

Jim Cooper
Melbourne
Vice Chair

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Dear Charter Applicant and Affected School District:

The State Board of Education will consider the above-referenced open-enrollment public charter school application at its regularly scheduled meeting on **Tuesday, November 15, 2011**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. § 6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools. Enclosed you will find the hearing procedures to be used by the State Board of Education.

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in my office **no later than 2:00 p.m. on October 26, 2011**. A hard copy may be faxed to my office at (501) 682-4249, or an electronic copy may be e-mailed to mark.white@arkansas.gov.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,


Jeremy C. Lasiter
General Counsel

Enclosure

cc (w/encl): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator
Mr. Joseph Walker, Superintendent, Ashdown School District
Mr. Forrest Mulkey, Superintendent, Fouke School District
Mr. Albert J. Murphy, Superintendent, Genoa School District
Mr. Kenneth Muldrew, Superintendent, Hope School District
Mr. Mark Keith, Superintendent, Lafayette County School District
Mr. Max Adcock, Superintendent, Mineral Springs School District
Mr. Dickie Williams, Superintendent, Spring Hill School District

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

OPEN ENROLLMENT PUBLIC CHARTER SCHOOL
STATE BOARD HEARING PROCEDURES

Source: Section 9.00 of the ADE Rules Governing Public Charter Schools

- 1) All persons, with the exception of attorneys, who plan to provide testimony must be sworn in by the court reporter.
- 2) The charter applicant shall have fifteen (15) 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 necessary.
- 3) The local school board and boards of districts likely to be affected by the proposed public charter school shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 4) The charter applicant shall then have five (5) minutes to respond to the arguments of the local school board and boards of districts likely to be affected by the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 5) 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.
- 6) The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.
- 7) The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 8) During the roll call vote on each charter application, if a particular board member votes against the application, it is necessary for that member to state his or her reasons for disapproval. This is necessary to comply with Ark. Code Ann. § 6-23-305. That law requires the State Board to notify the applicant in writing for reasons for disapproval.

Application Cycle 2011

Appeal Letter

Premier High School of Texarkana

Application Cycle 2011

Denial Letter(s)

Premier High School of Texarkana

Application Cycle 2011

Letter of Intent

Premier High School of Texarkana

June 24, 2011

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

RECEIVED
JUN 30 2011

CHARTER SCHOOL OFFICE

Dear Dr. Mary Ann Duncan:

It is the intention of Responsive Education Solutions ("ResponsiveEd") to submit an application for an open-enrollment charter school in Texarkana, Arkansas, to be referred to as Premier High School of Texarkana. ResponsiveEd is a 501(c)(3) organization operating 50 open-enrollment charter schools throughout Texas since 1999. Furthermore, ResponsiveEd is in the process of filing paperwork with the state of Arkansas and the Internal Revenue Service for a local 501(c)(3) responsible for this campus. ResponsiveEd has been successful in addressing the diverse needs of at-risk, Limited English Proficient (LEP), and college preparatory students.

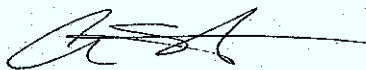
The contact for Premier High School of Texarkana is:

Charles Cook
ResponsiveEd
1301 Waters Ridge Drive
Lewisville, TX 75057
Office: 972.316.3663 Ext. 247
Fax: 972.315.9506
ccook@responsived.com

The proposed campus anticipates serving grades 9-12 with a maximum enrollment of 200 students.

The mission of ResponsiveEd is to provide hope for students through an encouraging, innovative learning environment, where they are academically successful and develop into lifelong learners. This goal will be achieved at Premier High School of Texarkana through the use of collaborative, individualized curricula administered by highly-qualified teachers and campus director. This school will be one of focused learning and forward thinking; a haven for those aspiring to better their future.

Sincerely,



Charles Cook
Chief Executive Officer
Responsive Education Solutions

Cc: Russell Sapaugh, Superintendent – Texarkana Arkansas School District

Application Cycle 2011

Application

Premier High School of Texarkana

RECEIVED
AUG 31 2011

CHARTER SCHOOL OFFICE



Premier High School of Texarkana

RESPONSIVE
RESPONSIVE TO THE COMMUNITY...
EDUCATING THE INDIVIDUAL

CHARTER SCHOOL APPLICATION
2012-2013

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SECTION A

GENERAL INFORMATION

Name of Proposed Charter School: **Premier High School of Texarkana**

Grade Level(s) for the School: **9-12**

Student Enrollment cap: **200**

Name of Sponsoring Entity: **Responsive Education Solutions of Arkansas**

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 a 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: **Charles Cook**

Address (no P.O. Box please): **1301 Waters Ridge Dr.** City: **Lewisville, TX** ZIP: **75057**

Daytime Phone Number: **972.316.3663**

Fax: **972.315.9506**

E-mail: **ccook@responsived.com**

Charter Site Address: **210 North State Line Ave.** City: **Texarkana, AR** ZIP: **71854**

Date of Proposed Opening: **August 2012**

Chief Operating Officer of Proposed Charter: **Charles Cook** Title: **CEO/Superintendent**

Address: **1301 Waters Ridge Dr.**

City: **Lewisville, Texas** ZIP: **75057**

Daytime Telephone Number: **972.316.3663 Ext. 247**

The proposed charter will be located in the **Texarkana Arkansas School District.**

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name: Charles Cook	Position: CEO/Superintendent/ Board Member	State of Residence: TX
Name: Dr. Alan Wimberley	Position: CLO	State of Residence: TX
Name: Robert Davison	Position: COO	State of Residence: TX
Name: Rosalinda Gonzalez	Position: CAO	State of Residence: TX
Name: James Taylor	Position: CFO	State of Residence: TX
Name: Ben Klingenstein	Position: Board Member	State of Residence: TX
Name: Marvin Reynolds	Position: Board Member	State of Residence: OK
Name: Dan Maddalena	Position: Board Member	State of Residence: TX
Name: Earl Little	Position: Board Member	State of Residence: TX

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

4,343 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets as necessary).

- 1) Texarkana Arkansas School District
- 2) Hope Public Schools
- 3) Mineral Springs Saratoga School District
- 4) Ashdown Public School District
- 5) Fouke Public School District
- 6) Genoa Central School District
- 7) Lafayette County School District
- 8) Spring Hill School District

SECTION B

GENERAL DESCRIPTION

Responsive Education Solutions (“ResponsiveEd”), based out of Lewisville, Texas, just north of the Dallas/Fort Worth Metroplex, currently operates the largest system of open-enrollment charter schools in the state of Texas. After much thought and consideration, the company has made plans to branch out beyond the borders of Texas and expand into the state of Arkansas. To this end, ResponsiveEd has partnered with Responsive Education Solutions of Arkansas to operate the proposed open-enrollment charter school, Premier High School of Texarkana (“School”). One goal of Premier High School of Texarkana will be to reach an often overlooked, generally forgotten, student population – high school dropouts. Often considered to be beyond the reach of education, dropouts are seen by Premier High School of Texarkana as opportunities to show that these students can reconnect and succeed in school and that they possess the potential to achieve much more. It is the goal of the Premier High School of Texarkana staff is to see every student graduate and receive a high school diploma that will offer more opportunity and open doors later in life.

HISTORY

In November of 1998, the Texas State Board of Education authorized ResponsiveEd to open an unprecedented 15 schools. Thirteen years later, ResponsiveEd now operates over 50 open-enrollment public charter schools and is planning to open additional campuses in the near future.

ResponsiveEd enrollment has grown from 726 students in 1999-2000 to over 9,000 students enrolled in 2011. In addition, the total number of ResponsiveEd graduates now exceeds 4,700 student graduates through the 2010-11 school year. ResponsiveEd’s total Texas Assessment of Knowledge and Skills (“TAKS”) passing average for the school year of 2009-10 was 93% for the “All Student” population. (**Attachment 1.f.**) ResponsiveEd TAKS Progress Indicators have consistently exceeded Texas state averages by approximately ten percentage points.

As one of the few charter school systems accredited by the Southern Association of Colleges and Schools, the ResponsiveEd family of schools far exceeds the standard and creates a greater definition of excellence and quality.

PROGRAM CHARACTERISTICS

The distinguishing characteristics of the academic program at Premier High School of Texarkana will include serving grades 9-12 utilizing personalized, self-directed, and accelerated curriculum options. Learning through the use of emergent technology plus highly qualified educators will be emphasized at Premier High School of Texarkana, as evidenced by a 1:1 student to computer ratio. Educators facilitate the learning process, provide learning resources, and ensure students are able to learn and progress effectively.

PURPOSE

The purpose of the proposed charter school is to facilitate cooperation between Premier High School and the community of Texarkana, Arkansas, to:

- A. improve student learning;
- B. increase the choice of learning opportunities;
- C. encourage innovative learning methods;
- D. decrease the drop-out rate and increase the completion rate;
- E. enhance alternative education programming; and
- F. provide an increase in the portfolio of educational options and choice in program design in Arkansas through the introduction of:
 - 1. extended and flexible time options;
 - 2. personalized teaching achieved by diagnostic testing; and
 - 3. small learning communities.

GOALS

Premier High School of Texarkana has the capacity to provide individualized instruction, technology-based instruction as well as direct instruction with highly qualified educators. Self-directed pacing and teacher-led, self-contained environments are available within the system. Project-based, group-oriented, and structured classrooms are developed according to the needs of the community and the student.

The population of students served through Premier High School of Texarkana range from at-risk, credit-recovery students to students with the capacity to accelerate their education effectively. Premier will create high levels of expectations for students, no matter the specific proficiency level of the student population.

The underlying goal integrating every academic plan, action, and strategy is to personalize education for each student.

OBJECTIVES

- A. Achieve a reduction in the dropout rate.
- B. Provide an annual School Improvement Plan.
- C. Maintain a thorough program of effective staff training.
- D. Maintain a well-defined and effective communications system whereby parents have access to the Board and Administration.
- E. Pre-test and post-test students to document achievement and provide information needed to improve the academic system.
- F. Provide a fundamental education enabling students to go into the higher education forum of their choice.
- G. Provide specialized programs, such as ESL or Special Education services, based on student needs.

- H. Provide the needed remediation in skill areas of reading, math, writing, literacy, and other basic subjects.
- I. Motivate students to accept responsibility for their own education and become lifetime learners.
- J. Employ highly-qualified teachers as required by the No Child Left Behind Act.

STUDENT OBJECTIVES

- A. Remediate each student, based on individual need, and provide each with a Personalized Education Plan.
- B. Bring each student to grade level and/or his/her maximum potential through a system of mastery-based, technology-rich, personalized curriculum, and learning center procedures.
- C. Cause each student to accept responsibility for his/her own education and become lifetime learners.
- D. Cause each student to achieve the educational foundation needed to pursue desires for higher education.
- E. Motivate each student to understand his/her personal value as a human being and have a high level of self-esteem.
- F. Cause each student to learn to set learning objectives on a daily basis in order to achieve long-term educational goals.

SECTION C

REQUIRED INFORMATION

STANDARD 1: PUBLIC HEARING RESULTS

A public hearing was held at the Holiday Inn Express located at 5210 Crossroads Parkway in Texarkana, Arkansas on Monday, August 22, 2011 at 7:00 pm. It was attended by 13 persons from the local community. A PowerPoint presentation was made by Charles Cook, Chief Executive Officer of ResponsiveEd, and Dr. Don Moore, School Development Consultant of ResponsiveEd. An informative handout highlighting important facts related to Premier was given to each attendee. Mr. Cook was able to answer many questions about the ResponsiveEd program, as well as provide the vision for Premier.

The local community is very supportive of the effort to bring another educational option to their students, as evidenced by the signatures of support offered by people in the Texarkana area. (**Attachment 7**)

Should Premier be approved to commence operations, a second public meeting will be held prior to the beginning of the 2012-2013 school year in order to provide information to those interested in enrolling at the campus.

STANDARD 2: ARKANSAS CODE ANNOTATED §6-23-302 REQUIREMENTS

The notice of the public hearing was published for three consecutive weeks prior to the date of the hearing in the *Texarkana Gazette*, a newspaper having general circulation in the school district in which Premier High School of Texarkana will be located. The notice of the public hearing was not published in the classified or legal sections of the newspaper. The last notice of the public hearing was published seven days prior to the hearing. (**Attachment 1.a.**)

Within seven calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing were sent to the superintendents of each of the school districts from which Premier High School of Texarkana is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which Premier High School of Texarkana will be located. These districts include: Ashdown Public School District, Fouke School District, Genoa Central School District, Hope Public Schools, Lafayette County School District, Mineral Springs Saratoga School District, Spring Hill School District, and Texarkana Arkansas School District. (**Attachment 1.b. and Attachment 1.c.**)

STANDARD 3: GOVERNING STRUCTURE

The legal entity governing the proposed school is Responsive Education Solutions of Arkansas ("ResponsiveEd of Arkansas") which is a public benefit, Arkansas nonprofit corporation which has recently applied for its 501(c)(3) status. (**Attachment 6**) ResponsiveEd of Arkansas is electing to be a public employer and will seek to participate in the Arkansas Teacher Retirement System ("ATRS").

The Board of Directors ("Board") of ResponsiveEd of Arkansas will serve as the governing body of the school to be named Premier High School of Texarkana. The Board will appoint the members of the Board according to the terms of the corporate by-laws.

The Board members will elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the by-laws of the organization. Criminal history checks will be conducted annually on each current Board member. Premier High School of Texarkana will be under the overall management and control of the Board, which will work closely with the school superintendent and principal in promoting school goal achievement, student academic achievement, and ongoing alignment with the school's mission and vision. The Board will focus on policy issues and will entrust the day-to-day management of the school to the principal, who will be accountable to the superintendent and Board for the overall performance of the school.

The Board will be accountable to the people for whose benefit this school will be established and has the overall responsibility for ensuring that the students attending Premier High School of Texarkana will be provided with a quality education.

BOARD RESPONSIBILITIES

A. The powers and duties of the Board include the following:

- a. the Board as a corporate body has the power and duty to govern and oversee the management of Premier High School of Texarkana;
- b. the Board shall determine the organization and support the mission of Premier High School of Texarkana;
- c. the Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
- d. the Board shall set policies for Premier High School of Texarkana's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
- e. the Board shall approve an official budget to operate Premier High School of Texarkana while maintaining fiscal responsibility;
- f. the Board shall establish Premier High School of Texarkana's short- and long-range goals and shall monitor progress toward achievement of those goals;

- g. the Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
- h. the Board shall ensure that Premier High School of Texarkana's fiscal operations satisfy generally accepted accounting standards of fiscal management;
- i. the Board shall ensure that ResponsiveEd of Arkansas remains in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code;
- j. the Board shall approve and ratify all contracts;
- k. the Board shall adopt an annual budget for Premier High School of Texarkana and shall regularly review financial statements;
- l. the Board shall ensure that Premier High School of Texarkana maintains adequate resources for school activities; and
- m. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of community for each Premier High School of Texarkana student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Premier High School of Texarkana and every effort will be made to create an environment in which students can experience a sense of community and involvement that addresses their needs and interests.

The governing structure of the school is illustrated as follows: Board of Directors → Superintendent → Principal → Teachers/Paraprofessionals and Community Advisory Council. In addition, the Superintendent will oversee the services provided by Responsive Education Solutions.

The Organizational Flow Chart presented above outlines the general governance structure of Premier High School of Texarkana, and the respective relationships of the Board, the Superintendent, Administrative Services, Principal, and Staff.

BOARD MEMBERS

Board members will exercise their authority as a board member and have one vote equally as will the President of the Board. Members will exercise their authority, except when specifically authorized by a vote of the Board, through meaningful discussion and voting during board meetings. Board members will have no individual authority outside the meetings to make authorizations or commitments in behalf of Premier High School of Texarkana. Board members will speak as a body in all decision making. The Board will be responsible for appointing and/or

firing of the Superintendent. The Board also sets policy and assigns all delegable duties in school administration to the Superintendent.

SUPERINTENDENT

The Superintendent will oversee the primary financial and administrative management responsibility for Premier High School of Texarkana, that will include, but not be limited to: personnel and payroll administration; professional development/training; curriculum and testing; contract administration; accounting, budgeting, cash management and financial reporting; management information systems; insurance; child nutrition management services; parent/student/community activities; marketing and recruitment; and public relations activities.

The Superintendent will be assisted in these tasks by back office support services through a contract with Responsive Education Solutions ("ResponsiveEd"), a Texas nonprofit 501(c)(3) corporation. ResponsiveEd will provide support services that will include but not be limited to: financial accounting via APSCN; information technology services; risk management; transportation; child nutrition services; marketing; governmental reporting requirements; state testing oversight; data evaluation; and annual progress evaluation reports. Filing of an annual progress report to the Arkansas Department of Education that will include:

- A. Premier High School of Texarkana progress towards achieving the academic goals outlined in its charter;
- B. The information presented in the annual school report; and
- C. A financial audit of Premier High School of Texarkana and ResponsiveEd of Arkansas, including all revenues and expenditures.

The Superintendent will have primary responsibility for the implementation of the academic programs and systems, will oversee all professional development activities, will be responsible for the educational welfare of the students, and will lead in the development of the educational goals of the community. The Superintendent will promote a shared vision of what the school should be to all stakeholders. In addition, the Superintendent will oversee the development of the culture of the school and will ensure an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, and ethical developmental needs. The Superintendent will regularly monitor implementation of the academic programs and systems with frequent on site visits and on site meetings with staff. The Superintendent will have the added responsibility of hiring and/or firing the Principal.

PRINCIPAL

The Principal will have primary responsibility for all aspects of the school's daily operations and programs, including the day-to-day management of staff and

students. The Teachers and Staff of Premier High School of Texarkana will report to the Principal. Similarly, the Principal will have the responsibility to hire and/or fire campus staff, including teachers, campus secretary, and instructional aides. Employees, professionals, or entities employed by or contracted with for the provision of administrative and management support services may be responsible to the Board, Superintendent, and/or the Principal depending on the specific nature of the services to be provided.

TEACHERS

Teachers are the learning facilitators in the school who maintain direct contact with each student under their care on a moment-by-moment, day-by-day, basis. The Teacher monitors progress, assists the student in overcoming learning difficulties, provides motivation and in general, creates an environment of loving care. Each Teacher will have highly trained paraprofessionals working under their direction.

COMMUNITY ADVISORY COMMITTEE

Premier High School of Texarkana believes that Parents/Guardians, Students, Staff, and Community Leaders will be an integral part of the school governance. The Superintendent and Principal, with support from the Board, will develop a Community Advisory Council ("CAC") for the following purposes:

- A. providing ongoing input and participation in the operation of Premier High School of Texarkana;
- B. review Premier High School of Texarkana's policies to ensure consistency with the school's mission;
- C. make recommendations on policy issues to the Board;
- D. assist in developing long-range strategic plans for Premier High School of Texarkana; and
- E. review and make recommendations for performance standards to measure Premier High School of Texarkana's success.

The CAC serves as a site-based participant in assisting the Principal to conduct an effective and appropriate learning program for each student in Premier High School of Texarkana. The CAC also serves as a sounding board to help solve local issues before they are brought forward to the Board for final resolution. A technological function is provided, allowing input by the CACs to the Board during official meetings. The same communication avenues are open to the CACs to enable exchanges of information with the Superintendent. Parents have no official authority in the operation or administration of Premier High School of Texarkana, but serve as invaluable problem-solving advisors in assisting the Principal and the Board in conducting a high-quality and appropriate learning program for the children.

The CAC will seek to have two student volunteers, two volunteer parents/guardians of Premier High School of Texarkana students, two staff members, and two community leaders. The CAC will meet monthly and will provide input to the Board.

Every effort will be made to make parents/guardians partners in their children's education. Such efforts will include:

- A. encouraging parents/guardians to serve as school volunteers;
- B. promoting and strengthening parental responsibility and involvement;
- C. encouraging parents/guardians to serve on school-based committees such as the CAC; and
- D. recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

STUDENT GOVERNANCE

A Student Council and other leadership organizations are established to develop leadership skills and participate in a site-based management process and will operate under the authority of the Principal, Premier High School of Texarkana policy, and Board policy.

TRANSITION TO ARKANSAS BOARD

The initial Board will be made up of the same individuals currently serving on ResponsiveEd's board. Prior to the applicant's hearing before the State Board of Education in November or December of 2011, the initial Board members shall: (1) identify and elect community leaders throughout Arkansas so serve on the Board, and (2) resign their respective positions. As such, by the time of the applicant's hearing before the State Board of Education, the Board shall be entirely comprised of Arkansas leaders.

Given the wide range of backgrounds and experiences in both the public and private sectors, as well as the proven track record of developing successful charter schools in Texas, the initial Board is well qualified to initiate charter school development, articulate a clear vision for Premier High School of Texarkana, establish a Board with members who have a broad range of personal and professional skills to provide the oversight of the activities of Premier High School of Texarkana, and ensure that the school's direction and performance remains aligned with its vision. A board composition that is diverse and provides a range of professional expertise and experiences will offer capacity for overseeing the organizational, financial, pedagogical, legal, etc., areas necessary to develop a successful charter school.

The initial Board will be composed of:

- A. Marvin Reynolds, President

- B. Earl Little, Vice President
- C. Ben Klingenstein, Secretary
- D. Daniel Maddalena, Member
- E. Chuck Cook, Member

STANDARD 4: MISSION STATEMENT

The mission of Premier High School of Texarkana is to provide hope for students through an encouraging, innovative learning environment, where they are academically successful and develop into lifetime learners. Premier High School of Texarkana staff will strive to inspire and implement measurable academic performance standards.

Each student will be expected to meet high standards of academic performance by demonstrating the knowledge and skills required for college and career readiness. Premier High School of Texarkana understands that in order to succeed in this mission, a combined effort of community leaders, parents, students, and staff must be cultivated.

CORE VALUES

THE PROMISE:

- A. We put the student first.
- B. We practice the belief that every student can learn.
- C. We expect student ownership of the learning process.
- D. We value the learning process as our primary goal.
- E. We value the student as an individual with unique needs and approaches to learning.

THE PROFESSIONALS:

- A. We value and expect all educators to first love students, treating them with respect and patience.
- B. We respect, honor, and commit to staff members as professionals who make life long differences by putting students first.
- C. We expect compassion and continuous improvement in all professionals who make life-long commitments to students.
- D. We work in collaborative teams to assess learning and assign interventions.
- E. We view the education process as a sacred calling and hold those who choose it in high regard.

THE PRACTICE:

- A. We develop and utilize innovative methodologies and reinforce individualized learning environments.
- B. We employ the use of proven diagnostics and assessment.

- C. We hold consistent measurement of learning as an integral component of the academic process.
- D. We create targeted systems of learning and interventions to ensure success when students aren't learning.
- E. We use relevant data focusing on results to guide campus decisions.

STANDARD 5: EDUCATIONAL NEED

In Texas, ResponsiveEd schools are an exceptional option for parents and students in search of another answer, another choice, or another opportunity. Students enter the doors hoping for a second chance and leave with a new focus toward a successful future. Premier High School of Texarkana will continue building on the success and traditions of similar ResponsiveEd high quality charter schools in Texas. Students in Arkansas who might be considered unreachable by some will have the opportunity to thrive in an environment designed to their individual educational needs.

High school students need to be in a learning environment that allows them to engage in their education beyond taking notes and tests. Studies have shown that student motivation to learn is the prime factor that often determines success and progress. Whether a student has high potential or high challenge, the need for an environment that creates authentic learning experiences is great.

The student in the 21st century must be able to connect what they learn with the real world they live in. This provides deeper meaning and greater understanding for each student. Authentic learning, provided through highly qualified staff, emergent technology and rigorous curriculum, can offer opportunities for every high student to engage in a learning process that is connected to their current situation.

Whether the educational methodology is problem-based, project-based or program-based, all learning should be student-centric, focused primarily on the need of each particular student. Technology provides personalized, differentiated instruction on campuses. Educated adults can focus on training students in strategies that focus on how to learn. In a 21st century environment, students can be afforded the time and opportunity to develop qualities and skills that improve their capacity and ability to succeed later in life. The primary element to increase capacity is a focus on a student's unique learning style. Learners aware of their strengths know how to plan their learning in order to increase their potential. This capacity for learning provides a foundation for lifelong success.

Additionally, Premier can also address dropout prevention needs. Statistics show that too many students are choosing to forgo the opportunity to receive their diploma by dropping out of high school. According to a recent CBS News report, four million students will enter high school this year, and an astonishing one million of them will drop out without receiving a diploma.¹ That equates to 7,000 dropouts every school day – one every 26 seconds.² Any review of these facts and statistics prove that the odds of financial hardship for these individuals increase exponentially without a high school diploma. Studies indicate that the decision to leave high school early translates into a loss of

approximately \$630,000 over their lifetime.³ Dropouts are also much more likely to end up in poverty or prison than a high school graduate. In fact, nearly 60% of those incarcerated are high school dropouts.⁴ As such; dropouts can become a tremendous financial burden on the community. Annually, dropouts cost taxpayers nearly \$8 billion in public assistance programs alone.⁵

The opportunity for a Premier High School to help reach dropouts in Texarkana is apparent. According to NORMES data, the Texarkana Arkansas School District dropout rate of 5.7% is 128% higher than that of the Arkansas state average of 2.5%. Similarly, the graduation rate of students in Texarkana dropped from 74.2% in 2008-2009 to 64.8% in 2009-2010, still 24% lower than the 2009-2010 Arkansas graduation rate of 84.8%.

NORMES further indicates the need for educational options in Texarkana. As of 2010, many campuses within the Texarkana Arkansas School District are failing to live up to Adequate Yearly Progress (AYP) standards, and it is a problem that begins with the elementary students, goes through middle school, and up to high school. As a district, two elementary campuses, Union Elementary and Vera Kilpatrick Elementary, are in Year 5 of School Improvement, College Hill Middle School is in Year 6, and North Heights Jr. High School is in Year 7, as is Arkansas High School. Also, many of these campuses, specifically North Heights Jr. High School and Arkansas High School, are not meeting the state AYP standards in either mathematics or literacy.

The 2010 Annual Report of the Texarkana School District introduces data of academic need related to testing. Amongst students at Arkansas High School, only 24% of African-American students were considered Proficient or higher in high school literacy, compared to 63% of Caucasians. Similarly, African-Americans are struggling in mathematics. In 2010, 29% of those tested in Math were considered Proficient or higher, compared to 62% of Caucasians. Students struggling in these areas will find remediation at Premier High School of Texarkana. Premier has the educational resources and proven methodology necessary to not only reach dropouts and get them back on the right path immediately but also allow them to succeed in life equipped with a high school diploma.

Past and present success proves that the Premier High School model works for all students, regardless of nationality or socioeconomic status. In Texas, students in the valley, one of the highest poverty regions of the state, as well as an almost exclusive Limited English Proficiency (LEP) Hispanic population, have consistently proven successful at ResponsiveEd campuses. In 2011, as a district, 81% of Hispanic students met state standards on the TAKS test, compared to the state average of only 74%. The same study shows that 78% of African-Americans at ResponsiveEd campuses met the state standard, compared to the Texas average of just 67%. Students are finding hope and success at ResponsiveEd schools.

When addressing dropouts in Texarkana, it is crucial to stress the importance of choosing to attend Premier High School of Texarkana to receive a high school diploma rather than simply choosing to pursue a General Educational Development (GED) degree. A recent article posted by the Manhattan Institute for Policy Research supports the idea that a

GED is not equal to a high school diploma.⁶ The author states that GED recipients are not likely to receive a better job or higher pay than a person with a high school education.⁷ Additionally, 95% of GED recipients will not complete a four-year college degree plan, compared to 25% of those holding a diploma.⁸ Further, a *New York Post* article states that dropouts who are now GED-holders have significantly more issues with lower income and higher odds of unemployment and criminal activity than students with a diploma.⁹ Figures such as these make it difficult for one to argue the comparison between a GED and a diploma. While it is important that dropouts or at-risk students receive some sort of educational completion document, studies prove that high school diploma recipients have a greater chance at future success than those with a GED. Premier High School of Texarkana will be the option dropout students in Texarkana need to make that life-changing decision to reconnect with school and complete their education. A high school diploma is necessary for students to positively impact their community and their future. Local students and dropouts will find at Premier High School of Texarkana proven academic methods matched with a staff that genuinely wants them to achieve their greatest potential.

¹Whitaker, B. (2010, May 28). High School Dropouts Costly For American Economy. CBS News. Retrieved August 19, 2011, from <http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

²<http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

³Rouse, C.E. (2007). Quantifying the Costs of Inadequate Education: Consequences of the Labor Market. In C.R. Belfield and H.M. Levin (Eds.), *The Price We Pay: Economic and Social Consequences of Inadequate Education* (pp. 99-124). Washington, DC: Brookings Institution Press

⁴<http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

⁵<http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

⁶Greene, J.P. (2002, April 24). Not-Quite High School. *National Review*. Retrieved August 21, 2011, from <http://www.manhattan-institute.org/html/miarticle.htm?id=4948>

⁷<http://www.manhattan-institute.org/html/miarticle.htm?id=4948>

⁸<http://www.manhattan-institute.org/html/miarticle.htm?id=4948>

⁹Greene, J.P. (2004, October 1). GEDs Just Don't Cut It. Retrieved August 21, 2011, from <http://www.manhattan-institute.org/html/miarticle.htm?id=4850>

STANDARD 6: EDUCATIONAL PROGRAM

INNOVATIVE AND PERSONALIZED

The traditional educational system is regulated by a fixed sequential pacing and strict scope of content dependent on a teacher. In such a system, teachers have been trained to believe their primary role is to possess content knowledge and to spend the maximum portions of their workday speaking that knowledge to students. The students must catch the verbalized content, participate in reinforcing tasks such as note-taking or textbook reviews, and replicate the “learned content” on tests, quizzes or homework. Consequently, such a system is “teacher-centric,” focusing on the teaching process and making the teacher the primary centerpiece in the process. And while there may be some direct instruction strategies that are effective, merely verbalizing content in lecture fashion requires learner-capacity skills that may not be present or developed in

some students—especially those students currently at risk of dropping out of school.

Instead, educational systems must be “student-centric,” making the learning process of the student the primary centerpiece of the system. The focus of Premier High School of Texarkana, from the first day students walk through the door, is differentiation (i.e., individualization). Each student will come to Premier High School of Texarkana unique. Learning styles, strengths and weaknesses, and personal skill sets are all part of each student. Recognizing these differences, and creating differentiated approaches for each, is the heart of the Premier High School learning system. The unique quality of Premier High School of Texarkana will be its distinct focus on the learning process rather than the teaching process. Premier High School of Texarkana will accomplish this through the Premier High School “3D Learning System”:

- A. Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student’s academic journey)
- B. Delivery (i.e., the process of transferring or replicating information)
- C. Data (i.e., the process of gathering, assessing and charting the journey according to results)

DIAGNOSTICS

If education focuses on the “teaching” process, there is no need to measure or evaluate learning. In order to provide effective academic progress, educators must focus on the “learning” process. Many educators ask themselves at the end of the day, “Did I teach everything I should have taught?” This is the wrong question. The appropriate question is, “Did my students learn everything they should have learned?” The first step in a system designed on the learning experience is diagnostics. No student should enter a potential learning environment without a research-based diagnostic process. Without this process, two crucial elements of an effective experience are lost: (1) proper placement of the student in the environment, and (2) a learning plan based on the student’s specific needs, strengths, and learning styles.

In most situations, diagnostics only appear in the form of reviewing a student’s records (e.g. report cards, transcripts, etc.). While showing evidence of the academic “location” (e.g., tenth grade, number of credits, etc.), a cursory review of records is not an effective diagnostic. Students are placed without assessing true content knowledge. Learning styles, academic needs, and cognitive strengths are never measured. This lack of attention to the individual child can be indicative of a standardized system of education that ignores differentiation. An effective battery of diagnostic tests must be utilized before the student’s placement and plan are determined. Consequently, Premier High School of Texarkana will

address the following diagnostic testing concerns through the use of an effective battery of diagnostic tests:

- A. Grade Equivalency
- B. Credit or Grade Achievement
- C. Literacy Usage and Content
- D. Math Competency
- E. Learning Style Inventories
- F. Information Processing Skills
- G. Student Engagement Assessment

In so doing, the Premier High School of Texarkana diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

DELIVERY

The process of transferring or replicating information is known as “delivery.” There are many means by which a student may receive information. Many times, educators depend on one style of delivery. This practice can seriously hinder the learning process because of the diverse differentiated learning styles of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student.

Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Premier High School of Texarkana teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student’s learning plan, teaching a classroom of students, or supervising the learning process:

- A. Direct Instruction (i.e., a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information);
- B. Independent Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator);
- C. Accelerated Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator, and defined by technology-based programs); and
- D. Connected Instruction (i.e., a style of instruction centered around a project-based environment).

As demonstrated by the following chart, each of these styles is defined by seven characteristics:

- A. Who (or what) directs the instruction?
- B. Who paces the learning process?
- C. Who is central to the process?
- D. How much structure is needed?
- E. What level of content is typical?
- F. How much differentiation (or individualization) is possible?
- G. What are the specific transfer modes?
- H. What type of learning occurs?

	Direct Instruction	Independent Instruction	Accelerated Instruction	Connected Instruction
Directs	Teacher	Student	Technology	Student
Paces	Teacher	Student	Student	Student
Central	Teacher	Learner	Learner	Learner
Structure	High	Moderate	Moderate	Low
Content Level	Rich	Rich	Rich	Complex
Mode	Classroom	Paper	Technology	Project
Differentiation	Low	Moderate	High	High
Learning	Structured	Structured	Structured	Challenge

While the distribution will vary slightly according to the needs of the individual student, Premier High School of Texarkana will implement the following differentiated styles of instruction:

- A. Direct Instruction 10%
- B. Independent or Accelerated Instruction 60%
- C. Connected Instruction 30%

Based on this delivery method, the student's work environment will demonstrate the following characteristics:

- A. Student will be in a cohort environment.
- B. Student will use technology or paper-based models to address subjects according to diagnosed student profiles and learning plans.
- C. Student will be involved in content progression in a concentrated 3 hour format.
- D. Learning labs will be utilized for independent and accelerated instruction.
- E. Students will be involved in state testing preparation for ½ hour.
- F. Students will be involved in project-based "learning-style specific" learning experiences for the balance of the school day.
- G. Student's learning styles are diagnosed and integrated by educators.

DATA

Premier High School of Texarkana will implement data-driven decision making, three primary features of which are:

- A. Data will always focus on results rather than intentions.
- B. Data will always focus on relevance of information.
- C. Data will always focus on redirection as necessary.

The heart of “difference-making” instruction is the monitoring of instruction. If success is to be a systemic foundation for an educational institution, the process of gathering and using data must be a required component of the campus. Data that drives decisions has some distinctive characteristics that set it apart from diagnostics.

GATHERING DATA

The process of gathering data is a purposeful and intentional system of bringing together results for review. This is done for individual students as well as campus.

TYPES OF DATA

Benchmarks, based on learned and projected content, will be used to mark student’s current knowledge and set goals for learning achievement. Formative assessments, sometimes given before content is delivered, will set a baseline of knowledge that students already possess and inform educators of content needs that students have in subjects and disciplines. Knowing what should be taught and learned is important. Summative assessments, such as state-mandated end-of-course exams, give a summary profile of learned content. If students have not learned what they should have learned, it is vital that educator know this. The focus of a learning organization is learning. Formative and summative assessments provide an intentional purpose for data.

RELEVANCE OF DATA

Gathered data that drives decisions must be relevant. In order to focus on learning, educators must know the body of content necessary for success. State-mandated testing is a reality in most schools. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

TIMELY DATA

Benchmarking, as well as any assessments, will be timely and planned. Many times, caught up in the consistent demands of working with children, educators delay benchmarking until it becomes urgent and counterproductive. Gathering data will be a system that is built into the school calendar.

ASSESSMENT OF DATA

Gathering data is only the first step in decision making. Once the data has been gathered, Premier High School of Texarkana will use the data to formulate learning plans and campus activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

AUTOPSY DATA

Often data is nothing more than an assessment of learning. This slicing of data is similar to a medical autopsy to make determinations as to what happened. This type of assessment is a picture that is taken after it's too late to do something to prevent or affect outcomes.

BIOPSY DATA

The most effective assessment is used to make decisions for learning. This slicing of data is similar to a biopsy. The data is reviewed in order to see if there are problems and make decisions that can address those problems. The process of data gathering and assessment should always be done to affect learning.

CREATING CHANGE

All data should create change. If educators seriously focus on improvement and success, data must be gathered, used and valued. Campus decisions will always be directly linked back to data and plans should always be aligned for improvement. It is true that data can be manipulated and modified to support structures already in place. Measuring irrelevant components, slicing the data in methods that give insignificant results, and articulating skewed data can lead to false and misleading information. True assessment of data that measures current realities provides honest and clear information that creates change that leads to improvement. The single most important characteristic of learning is improvement. Education demands improvement.

INTERVENTIONS

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the school. Campus academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

TEAM MEETINGS

Teams will be composed of all educators and administration. Collaboration must occur to assess student and campus progress. Meeting agendas will include the following tasks:

- A. Identify and map objectives
- B. Create schedules for learning
- C. Develop formative assessments
- D. Establish criteria for success
- E. Assess student progress
- F. Assign interventions

FORMATIVE ASSESSMENTS

Premier High School of Texarkana will conduct periodic assessments to gather data. Educators will use the results to monitor student progress. Intervention strategies will be assigned for students not learning. These strategies will be by direction rather than invitation.

INTERVENTION STRATEGIES

These strategies are designed to focus on the individual student and prevent learning gaps from occurring and developing. The list provided is not inclusive and can be modified.

- A. Student-Centered
 - a. Two co-curricular activities
 - b. Peer mentors
 - c. Student council watch
 - d. Privilege systems
- B. Faculty-Centered
 - a. Faculty advisors (cohorts)
 - b. Team attendance meetings
 - c. Good Friend advisors

- d. Guided study
- C. Parent-Centered
 - a. Parent Monitoring
 - b. Parent communications
 - c. Three-week progress reports
 - d. Daily progress reports

Students are taught to be leaders. Students are taught that they are not just children waiting to assume leadership when they are adults. They have the capacity to lead in their school and communities now. Premier High School of Texarkana utilizes the “Seven Habits” concept first documented by Stephen Covey to train, guide, and teach students to lead.¹ These “Seven Habits for Effective Students” include:

- A. Be proactive
- B. Begin with the end in mind
- C. Put first things first
- D. Think win-win
- E. First understand, then be understood
- F. Synergize
- G. Sharpen the saw

Premier High School of Texarkana will be rich in visual reminders of the Seven Habits. Teachers and administrators integrate the habits into the entire campus culture and community. The habits are the maturing process of a student’s growth and learning. Students are expected to develop and practice the habits at school, home, and in their daily life.

INDEPENDENT

The learning experience at Premier High School of Texarkana will be created to lead students to become independent learners with the capacity to be successful in life beyond the classroom walls. Premier High School of Texarkana will utilize strategies focused on a student’s unique learning style and ability to develop personalized learning that becomes a natural part of the student’s life. Students work on credit courses independently, while receiving focused assistance with their studies and high-stakes testing. Students are allowed to progress at their own pace, using the leadership habits, character qualities, and independent learning capacities.

¹ See Stephen R. Covey, *The Seven Habits of Highly Effective People* (1989).

ENCOURAGING

Many of the students have experienced cognitive segregation, which becomes the leading factor in students who develop learned helplessness. This damaging perception of life is a process that systemically teaches people to see themselves as helpless to improve their condition. Systems focusing on teaching create cognitive segregation and students who have been disenfranchised by this segregation find themselves outside of the access reserved for those students who “get it.”

For that reason, Premier High School of Texarkana will provide students with an encouraging learning environment. This environment is created by teachers who are learners who create a climate for effective instruction.

LEARNERS

At Premier High School of Texarkana, teaching will be brought to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Premier High School of Texarkana teachers will be continually learning. Premier High School of Texarkana will utilize the dimensions of “Professional Learning Communities” to develop the whole-school concept of campus culture. These Professional Learning Community dimensions include:

- A. Supportive and shared leadership
- B. Shared values and vision
- C. Collective learning and application of learning
- D. Supportive conditions
- E. Shared personal practice

Teachers collaborate consistently to share ideas, monitor each student, and create strategies designed to ensure students learn. Using these dimensions, Premier High School of Texarkana will focus on the learning process rather than the teaching process.

CLIMATE

Premier High School of Texarkana will utilize “Quality Attention Models” to manage student interactions and bring students to a higher level of behavior. These essential skills for educators include:

- A. Practicing quality choices
- B. Knowing each student
- C. Shepherding students
- D. Blending professional and personal interactions
- E. Providing honest, valuable and significant feedback

- F. Practicing the art of blessing students (praise + belief)
- G. Training and teaching positive habits and characteristics
- H. Doing the “extra” to encourage students

EFFECTIVE INSTRUCTION

The learning experience at Premier High School of Texarkana will be created to allow teachers to know the student. Premier High School of Texarkana will utilize strategies focused on knowing a student, consistently measuring the student’s progress, and creating environments for learning based on that knowledge. Teachers use research-based diagnostics, including Learning Style Inventories, content measurements, and equivalency tests. All teachers develop differentiated instruction for all students using directive, independent, accelerated, and advanced models. Students receive differentiated instruction through technology and self-directed learning experiences.

SCHOOL DAY AND YEAR

In an effort to be responsive to the community and sensitive to the needs of our parents, Premier High School of Texarkana will follow the school calendar of Texarkana Arkansas School District. Parents often have other school age children attending other schools; however, parents will support a school calendar that considers all of their children concerning beginning and ending of school days, reporting periods and vacation days are concerned. Therefore, the school honors the open-enrollment policy and will follow district calendars, as well as the state requirement of a minimum of 178 student-teacher interactional days. Reporting periods are defined with beginning and ending dates and recognize traditional holidays such as Labor Day, Thanksgiving, Christmas, Spring Break, and Memorial Day.

Schools days customarily begin at 7:45 am to 4:30 pm for staff members with a duty free lunch period of 30 minutes. Student schedules for the day are flexible with some students staying for the minimum six hour requirement if they are academically excelling, mastered state assessments or have meaningful employment. However, most students stay extra instructional hours as additional time is needed for required interventions and/or tutorials. Graduation rates and accelerated opportunities for credit accrual are enhanced for students as schools extend the day, week or year for additional time on task. (**Attachment 4**)

STANDARD 7: ACADEMIC ACHIEVEMENT GOALS

GOAL 1: STATE ASSESSMENTS

Performance Goal	90% of students enrolled for one or more years will pass or show growth on the state assessments.
Performance Indicators	This goal will be measured by the percent of students who, having completed appropriate courses at Premier High School of Texarkana, pass the corresponding assessments prior to graduation.
Assessment Tools and Measures	Mandated assessments
Rationale for Goal and Measures	Because the primary focus of Premier High School of Texarkana is dropout prevention and recovery, earning a diploma is central to its purpose. The successful completion of all state assessments is a required component of the diploma.

GOAL 2: COLLEGE READINESS

Performance Goal	100% of students enrolled for two or more years will apply to an institution of higher education. Upon graduation, a student will have a solid foundation of preparation for college attendance. The student will be able to successfully meet the demands and requirements to succeed in the college environment.
Performance Indicators	This goal will be measured by tracking students within 2 years of graduation, by observation and/or interview.
Assessment Tools and Measures	Observations interviews and/or survey instruments will be used to indicate status of graduates.
Rationale for Goal and Measures	The opportunities afforded by a college degree will be stressed to students and parents at Premier. This element of the instructional emphasis will reinforce the importance a college education can make.

GOAL 3: DUAL CREDIT ENROLLMENT

Performance Goal	100% of students enrolled for two or more years will be required during their senior year to enroll in a minimum of one dual credit course.
Performance Indicators	This goal will be measured by tracking students and creating the dual enrollment opportunities.
Assessment Tools and Measures	Student records will be used to monitor enrollment in dual credit courses.

Rationale for Goal and Measures	The high school program must offer opportunities for students to achieve levels of college credits prior to high school graduation. This increases the level of college readiness and allows students to enter college with credits already on their transcript.
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GOAL 4: CAREER CONNECTIONS

Performance Goal	100% of students will be assigned an internship during their senior year. This internship connects the student with local business or career-oriented entities that can involve the student with authentic real-world learning.
Performance Indicators	This goal will be measured by tracking and monitoring students in the internship program.
Assessment Tools and Measures	Observations interviews and/or survey instruments to business and career mentors will be used to indicate effectiveness of internships.
Rationale for Goal and Measures	Even college students will benefit from the internship program that emphasizes the development of successful work habits. Rather than communicating to students that they should choose between career or college, Premier will stress that students should always blend work, career and college into a balanced approach to their adult lives.

GOAL 5: INCREASED SCORES ON COLLEGE ENTRANCE EXAMINATIONS

Performance Goal	Overall school performance on SAT and ACT college entrance examinations will improve each year.
Performance Indicators	This goal will be measured by tracking student performance on college entrance examinations.
Assessment Tools and Measures	All students will be required to take the PSAT in the early high school years. Students will receive focused tutoring and preparation through programs designed for improvement and readiness. All students will be required to take the SAT or ACT. These instruments will be accessed early in their high school years.
Rationale for Goal and Measures	The ability to gain entrance to college is important and an increased performance on college entrance tests prevents any need for remediation during the freshman year of college studies.

GOAL 6: STUDENT GROWTH & PROGRESS

Performance Goal	All students enrolled for one or more years will show effective growth and progress in their learning during each school year. The benchmarking system will be aligned with the student profile system to ensure measurable results that lead to strategies designed to improve learning.
Performance Indicators	This goal will be measured by tracking students through a “data-gathering” profile that assesses indicators and performance at designated significant times during the school year.
Assessment Tools and Measures	A series of pre-test and post-test instruments will be used to benchmark growth and progress in math, literacy and science. This series includes Study Island, the STAR literacy diagnostics, and curriculum testing embedded in subject materials.
Rationale for Goal and Measures	Each student must be measured individually and tracked through benchmarking to ensure that learning is occurring for everyone.

GOAL 7: ESTABLISHED DATA CENTER FOR LEARNING STYLES EDUCATION

Goal	The campus will serve as a model for innovative, personalized learning. National and international entities committed to learning styles, such as the International Learning Style Network at St. John’s University, will be able to assist in areas of diagnostics and development of personalized environments. The campus will gain credibility as a leader in innovative education.
Indicators	This goal will be measured through the collaboration between Responsive Education Solutions, the campus and the entities committed to innovative learning style education.
Assessment Tools and Measures	The Learning Styles Inventories, training modules and the use of data gathering instruments to create student profiles will be used.
Rationale for Goal and Measures	Personalizing the learning process for each learner is crucial for student motivation and engagement. The intentional utilization of learning style methods increases student involvement.

GOAL 8: ESTABLISHMENT OF *ADVANCE-ED ACCREDITATION* STATUS FOR A CHARTER SCHOOL IN ARKANSAS

Goal	Responsive Education Solutions has achieved “system accreditation” status through Advance-Ed (formerly known as the Southern Association of Colleges & Schools) and, therefore, all campuses established have accreditation status beyond traditional school systems. The goal at Premier will be to establish a highly effective and noteworthy relationship with Advance-Ed in Arkansas.
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Indicators	This goal will be measured by observation and notoriety gained through the relationship with the largest and most reliable accreditation entity in the nation.
Assessment Tools and Measures	The number of intentional interactions and involvement with Advance-Ed in Arkansas will measure the success of the goal.
Rationale for Goal and Measures	Increasing the level of academic credibility and capacity through additional accreditation serves to create more opportunities for students and campuses.

STANDARD 8: CURRICULUM DEVELOPMENT AND ALIGNMENT

DEVELOPMENT

Over the past thirteen years, ResponsiveEd's team of 30+ writers, editors, proofreaders, and graphic artists has developed an innovative, individualized curriculum for use in the twenty-six Premier High Schools it operates. Forming the foundation of this curriculum is ResponsiveEd's own paper-based KnowledgeUnits, as well as the ResponsiveEd-customized computer-based OdysseyWare®.

OdysseyWare® is a leading provider of online curriculum and eLearning solutions for charter, public, and virtual schools across the United States. Founded on research-based educational models, OdysseyWare® curriculum reaches digital natives and specific students who are challenged within the constraints of the traditional classroom. With the accelerated use of technology, the curriculum has been enhanced to include an increasing number of interactive and Internet-based features. Used in more than 1,500 school districts, OdysseyWare® includes courses in the core subjects of social studies and history, math, language arts, and science, as well as a variety of electives.

The ResponsiveEd curriculum is designed to be utilized with the aforementioned Premier High School differentiated styles of instruction, i.e.:

- A. Direct Instruction
- B. Independent Instruction
- C. Accelerated Instruction
- D. Connected Instruction

The curriculum is currently fully aligned to the Texas State standards. Should Premier High School of Texarkana be granted a charter, two Curriculum Alignment Specialists will be employed to work with campus staff to ensure the accuracy of the curriculum with Arkansas Curriculum Frameworks and the upcoming transition to the Common Core state standards. Further, a yearly curriculum review will occur in order to determine its continued alignment with state standards.

STANDARD 9: GEOGRAPHICAL SERVICE AREA

Premier High School of Texarkana will be located within the city limits of Texarkana, Arkansas, in Miller County. The focus of the campus will be to reach students in the community who have made the decision to drop out of high school. Additionally, the program is offered as an option for those considered at risk of dropping out. The effect on enrollment for surrounding school districts will be minimal as Premier High School of Texarkana will primarily be composed of those who have decided to leave the traditional public school system. However, as an open-enrollment public charter school, any eligible student from the community who decides to enroll at Premier High School of Texarkana may do so. It is expected that up to 200 students will come from Texarkana Arkansas School District or surrounding districts. Contiguous districts include Ashdown Public School District, Fouke School District, Genoa Central School District, Hope Public Schools, Lafayette County School District, Mineral Springs Saratoga School District, and Spring Hill School District.

STANDARD 10: ANNUAL PROGRESS REPORTS

Premier High School of Texarkana will comply with annual progress report requirements stated in the *Standards for Accreditation*, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, Section 7.04.2.

With feedback received by parents and the community, Premier High School of Texarkana will annually develop a comprehensive progress report which includes updated data regarding student performance, program objectives, and accreditation standards. A School Improvement Plan will also be created annually in order to project further campus needs, as well as a clear plan to correct any known program deficiencies. All reports will be written based on ADE regulations and guidelines. Further, a yearly curriculum review will occur in order to determine its continued alignment with state standards.

In accordance with Section 7.02, Standard II, *Standards for Accreditation*, annual reports will be submitted for review to the ADE, as well as posted in the *Texarkana Gazette* (or any other newspaper with general circulation in the district) at or before November 15th. Data will also be made readily available to the general community via the Premier High School campus website. Printed copies of the reports will be available for review at Premier High School of Texarkana.

Premier High School of Texarkana will host an annual public gathering in order to provide further information regarding the academic program, as well as campus policies and goals, for parents, students, and any further stakeholders. This meeting will also serve as a way for interested parties to share with the staff of Premier High School of Texarkana their questions and suggestions regarding the program, campus, and annual report data. Such a meeting will be held in compliance with any and all ADE regulations for disseminating annual report information.

STANDARD 11: ENROLLMENT CRITERIA AND PROCEDURES

As per Section 10.02.02 of the *Arkansas Department of Education Rules for Governing Charter Schools* and/or any and all applicable federal and state laws, Premier High School of Texarkana will not deny enrollment to any high school eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will Premier discriminate against students with special education needs or those qualified as English Language Learners. The primary focus of this campus will be to positively impact the lives of those students who have dropped out of their previous school situation and are hoping to reconnect with education and earn a high school diploma. It will be the intention of Premier High School of Texarkana to enroll students from all walks of life, regardless of socioeconomic status.

Consistent with previous ResponsiveEd campuses, information regarding the vision of Premier High School of Texarkana will be readily available to all parents, students, and stakeholders via the Premier campus website. Parties interested in applying for enrollment or seeking further campus information will be encouraged to either call the campus or visit the campus website. To raise enrollment awareness for students of all ages and ethnicities, a strong marketing presence will also be necessary to increase visibility for Premier High School of Texarkana. This will be achieved through the use of campus-specific postcards, banners, signs, and, potentially, billboards spread throughout the areas in the community most likely to draw students of various age groups and ethnicities, such as shopping malls, grocery stores, athletic facilities, or movie theaters. Marketing materials will include information as to how one can contact Premier High School of Texarkana to learn more about the campus, as well as how to enroll.

RANDOM LOTTERY PROCESSES

Should more individuals apply for admission to Premier High School of Texarkana than can be accommodated under the terms of the charter, a random, anonymous lottery will take place in order to allow all eligible, interested students a fair and balanced opportunity to enroll at the campus. Lottery proceedings will occur at the Premier High School of Texarkana campus, and be governed by the Campus Director, as well as being overseen by the a community leader along with available campus staff. Prior to such an event, proper notification will be posted on the campus website. Similarly, the ADE Public Charter School Program Coordinator will be notified in advance of the lottery.

STANDARD 12: STAFFING PLAN

BOARD MEMBERS

The Board will be the ultimate governing body for Premier High School of Texarkana. Board Members will ensure that the School operates efficiently, effectively, and in accordance with the School's charter, mission, vision, and contracted performance goals. While the Board will, whenever permissible,

delegate school administration duties to ResponsiveEd, it will have final say in all policy, financial, and operational decisions for the School.

Please see Section D, Standard 3 – Governing Structure, for further information regarding the role of Board Members.

SUPERINTENDENT

The Superintendent will have oversight of Premier High School of Texarkana in applying board policy. The Superintendent acts on behalf of both the board and the School and makes application of board policies, upholding the law and rules governing the School.

CAMPUS DIRECTOR/PRINCIPAL

The Campus Director will promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by students, their parents, the community, peers, administrative staff, and Superintendent. The Director will promote and encourage the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

EDUCATION/CERTIFICATION

- A. Must have a Bachelor's degree from a four-year accredited College or University, Master's degree preferred.
- B. Possess a Current Arkansas Standard Teaching License with four years teaching experience, preferred.
- C. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Principal, preferred.
- D. Successful completion of the Administrator Licensure Completion Plan (ALCP) for Building Level Administrator, preferred.

EXPERIENCE

- A. Must have 5+ years of experience in supervising a staff of 5 or more.
- B. Must have 5+ years of experience in managing budgets.
- C. Must have 5+ years of vendor management.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)

- A. Must have advance knowledge of federal and state education laws.
- B. Must be computer literate.

- C. Must have strong organizational, time management, communication, and interpersonal skills.
- D. Must be able to learn teaching curriculum software programs and instruct others on the utilization.
- E. Must have the ability to understand the individual needs of each student and train others on the development of Individual Education Plans (IEPs).
- F. Must have a clear understanding of goal setting for students and the individualized approach.
- G. Must have the ability to develop and maintain effective working relationships with students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff.
- H. Must have the ability to communicate with all levels of students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff.
- I. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.
- J. 3-5 years of experience teaching at a High School level (Preferred).
- K. 3-5 years of experience as an administrator for a High School (Preferred).
- L. 3-5 years of experience developing and managing budgets for a High School (Preferred).
- M. 3-5 years of experience managing a High School that was Acceptable or Higher (Preferred).

RESPONSIBILITIES AND DUTIES

- A. Directly supervises employees in accordance with the organization's policies and applicable laws.
- B. Interviewing, hiring, and training employees.
- C. Planning, assigning and directing work.
- D. Appraises the performance of staff, rewards and disciplines employees according to Premier's policies and procedures, and addresses and resolves complaints and problems.
- E. Promotes and encourage the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- F. Promotes and encourages the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- G. Promotes and encourages the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- H. Promotes and encourages the success of every student by acting with integrity, fairness, and in an ethical manner.

- I. Promotes and encourages the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
- J. Develops and evaluates educational program to ensure conformance to state and school board standards.
- K. Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives.
- L. Partners with teachers, students, and parents concerning educational and behavioral problems in school.
- M. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.
- N. Requisitions and allocates supplies, equipment, and instructional material as needed.
- O. Oversees the direction of the preparation of class schedules, cumulative records, and attendance reports.
- P. Regularly checks building and property to maintain safety and security.
- Q. Plans and manages building maintenance.
- R. Plans ways to market the school to increase enrollment and maintain daily attendance.
- S. Performs special projects, during and after normal business hours, and other duties as assigned.

TEACHERS

Teachers are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day basis. The teacher monitors progress, assists the student in overcoming learning difficulties, provides motivation, and creates an environment of care. Each teacher will report directly to the Campus Director. One teacher will be designated as a Testing Specialist, responsible for administering state-mandated tests. As such, this person will be qualified as required by the state, and will receive a stipend for their added duties.

EDUCATION AND CERTIFICATION

- A. Must be "No Child Left Behind" (NCLB) Highly-Qualified (HQ) with a minimum of a Bachelor's degree (B.A. or B.S.) from four-year accredited College or University.
- B. Must demonstrate content knowledge in the subject area(s).

EXPERIENCE

- A. Must meet NCLB Highly-Qualified requirements.
- B. Teaching experience in a Public or Private School is preferred.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)

- A. Must have basic knowledge of federal and state education laws.
- B. Must be computer literate.
- C. Must have strong organizational, time management, communication, and interpersonal skills.
- D. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization.
- E. Must have the ability to understand the individual needs of each student and develop Individual Education Plans (IEPs).
- F. Must have a clear understanding of goal setting for students and the individualized approach.
- G. Must have the ability to communicate with all levels of students, their parents, the community, peers, administrative staff, Campus Directors, superintendent, and corporate staff.
- H. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.
- I. Must have excellent verbal and written communication skills.

RESPONSIBILITIES AND DUTIES

- A. The Teacher will be responsible for the Instructional and Program Management for all students assigned.
- B. The Teacher will administer and monitor Diagnostic Tests to determine a student's performance level and assigns curriculum accordingly.
- C. The Teacher must prepare academic projections for all students 9th grade and higher and prepares a course of study following curriculum guidelines or requirements of state and school.
- D. The Teacher will instruct and motivate students in all course study.
- E. The Teacher will assign lessons and correct homework.
- F. The Teacher will administer tests to evaluate student's progress, records results, and issues reports to inform parents of progress.
- G. The Teacher will maintain discipline in the classroom.
- H. The Teacher will maintain a learning center that is conducive to learning, safe, attractive and stimulating.
- I. The Teacher will set a good housekeeping example in the learning center and encourages students to follow this example.
- J. The Teacher will schedule periodic meetings with parents to discuss student progress and problems.
- K. The Teacher will participate in faculty and professional meetings, educational conferences and teacher training workshops.
- L. The Teacher will inspire students with consistency, care, and interest to build students' self-esteem and promote continued success.
- M. The Teacher will praise students, compliment them and encourages them in order to build character.
- N. The Teacher will utilize a variety of learning methods to enhance the students' learning experiences.

- O. The Teacher will prepare an individualized education plan (IEP) to promote students' success on the state's assessment exams.
- P. The Teacher will work closely with the Special Education teacher to ensure special education students' modifications are being implemented.
- Q. The Teacher will perform related duties such as assisting students in selecting courses of study, counseling students in adjustment and academic problems, and sponsoring one or more activities or student organizations.
- R. The Teacher will conduct student assemblies as necessary.
- S. The Teacher will master the ResponsiveEd Individualized Learning System in order to assist the students in mastering the system.
- T. The Teacher will read and comply with the Premier Procedures Manual, Student Handbook, Student Code of Conduct, and the Employee Handbook.

SPECIAL EDUCATION TEACHER

A Special Education teacher ensures that the school's special education (SPED) program provides necessary services for students with disabilities. The teacher will work with parents, general education teachers, and administrators to develop and implement individualized education plans to meet the needs of students with disabilities. The teacher will ensure compliance with all federal, state and district SPED requirements.

EDUCATION AND CERTIFICATION

- A. Must have a Current Arkansas Standard Teaching License in Special Education (SPED).
- B. Must be "No Child Left Behind" (NCLB) Highly Qualified (HQ) with a minimum of a Bachelor's degree from a four-year accredited College or University.
- C. Must demonstrate content knowledge in the subject area(s).

EXPERIENCE

- A. Must meet NCLB Highly-Qualified requirements.
- B. Teaching experience in a Public or Private School is preferred.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)

- A. Same as teachers.
- B. Advanced knowledge of and compliance with federal and state special education law.
- C. Working knowledge of and compliance with individualized services for students with disabilities.

- D. Working knowledge of and compliance with the Admission, Review, and Dismissal (ARD) Committee process.
- E. Knowledge of the development and implementation of the Individual Education Plan (IEP) process.
- F. Knowledge of and compliance with the Transition process.
- G. Strong computer skills to implement multiple and diverse programs.
- H. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization.
- I. Must have the ability to communicate with all levels of students with disabilities, their parents, the community, peers, administrative staff, Campus Directors, superintendent, and corporate staff.
- J. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.

RESPONSIBILITIES AND DUTIES

- A. Work collaboratively with campus administration to ensure ongoing child find efforts including but not limited to review of general education records and requesting special education records according to specific timelines.
- B. Schedule and conduct Admission, Review, and Dismissal (ARD) meetings to ensure the appropriate placement and development of individual education plans for students with disabilities within specific timelines.
- C. Schedule Full and Individual Evaluations/REEDs ensuring that all timeline requirements are met.
- D. Collaborate with general education teachers and administrators to provide special education accommodations and services to special needs learners.
- E. Ensure student individualized education programs (IEPs) are appropriately written and implemented.
- F. Ensure that student progress is evaluated on a regular basis, and that the findings are used to make special education services more effective.
- G. Update and send IEP Report Cards to parents at the same time that the general report cards are sent.
- H. Plan the necessary time, resources, and materials to support general education teachers in accomplishing educational goals.
- I. Ensure compliance with all state mandated assessments and alternative assessments, including their selection and administration.
- J. Assist the campus administrator with the Response to Intervention process.
- K. Develop and implement transition services for special education students as determined by the ARD.
- L. Serve as campus resource person and trainer for all campus staff to support students with disabilities.
- M. Ensure that campus curriculum renewal is continuous and responsive to student need.

- N. Seek assistance as needed from Special Education program supervisor.
- O. Demonstrate support for the campus's student management policies and assist with behavior management strategies as they relate to students with disabilities.
- P. Establish and maintain open lines of communication by conducting conferences with parents, students, teachers, and administrators.
- Q. Recommend sound policies to improve program.
- R. Implement Premier Special Education school board policies, procedures, and operational guidelines.
- S. Compile and maintain all reports, records, and other documents required by law and/or the Director of Special Education.

INSTRUCTIONAL AIDE

An instructional aide will assist the teacher with monitoring the learning center and facilitating student learning progress.

EDUCATION AND CERTIFICATION

- A. Associate's degree or equivalent from an accredited College or University preferred.
- B. Six months to one year related experience or training preferred.
- C. Teacher's Certificate recommended but not required.

RESPONSIBILITIES AND DUTIES

- A. Assist teacher in all areas of work.
- B. Assist students with academics.
- C. Distribute lesson plans or assign computer lessons to students.
- D. Grade student tests.

ADMINISTRATIVE ASSISTANT/CAMPUS SECRETARY

The campus administrative assistant will assist the Campus Director with daily operations and procedures, supervise all enrollment, APSCN, and attendance issues, and step in administratively when necessary or when principal is out.

EDUCATION AND CERTIFICATION

One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.

EXPERIENCE

Must have 2+ years of experience in working within an office environment.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)

- A. Must be able to alphanumerically and chronologically file documents, develop office procedures, and follow directions.
- B. Must be able to handle confidential information in a professional and secure manner.
- C. Must be able to navigate the APSCN system in order to accurately relay information to the ResponsiveEd corporate office.
- D. Must be able to answer phones, take messages, and direct others to the appropriate staff and/or department.
- E. Must have 2+ years of experience working with Microsoft Suite (i.e. Word, Excel, PowerPoint).
- F. Must be able to type 60+ WPM.
- G. Must be able to work office equipment.
- D. Must be able to disseminate information according to Premier, state, and federal guidelines.
- E. Ability to learn customized computer programs.
- F. Ability to communicate effectively verbally and in writing with staff, students, and parents.

RESPONSIBILITIES AND DUTIES

- A. Assist parents in completing Enrollment forms and ensure Cumulative Record folders are completed according to state and school requirements.
- B. Relay APSCN-related information to the ResponsiveEd corporate office to therefore be compiled and sent to ADE.
- C. Communicate effectively with Parents and corporate staff via email, telephone, fax, and in person in a professional manner.
- D. Assist with reports for the school, faxes or email reports to the appropriate corporate staff.
- E. Ensure timesheets are completed daily and faxed to corporate staff prior to each payday.
- F. Gather and fax all new hire paperwork and insurance enrollment forms to corporate staff for all new employees.
- G. Ensure curriculum order is compiled and faxed to corporate staff.
- H. Complete Purchase Order (PO) for corporate staff approval so that school supplies may be ordered.
- I. Maintain Student Attendance Records and fax these to the APSCN Coordinator.
- J. Ensure appropriate enrollment forms are completed and faxed to the APSCN Coordinator in a timely manner.
- K. Track students who leave or withdraw from the school and ensure appropriate documentation of leave codes.
- L. Greet visitors, determines nature of business, and direct visitors to the appropriate destination.

- M. Talk with student encountering problems, resolve problems, or direct student to teacher or Campus Director.
- N. Answer telephones to provide information, take messages, or transfer calls to the appropriate staff and/or department.
- O. Accept, track, and deposit funds for lunches, school supplies, and student activities.
- P. Organize and manage the meal program to follow federal and state guidelines.
- Q. Prepare the daily and monthly reports and email or fax reports to the appropriate ResponsiveEd staff.
- R. Disburse funds, record financial transactions, and audit and balance student organization and other school fund accounts.
- S. Maintain calendar of school events.
- T. Compile transcripts for students.
- U. Assist with assemblies.

CURRICULUM ALIGNMENT SPECIALIST

Premier High School of Texarkana will budget the necessary monies to hire two individuals as Curriculum Alignment Specialists. These persons will be hired on a six to twelve month temporary basis. Their primary duties will include researching any and all ways to properly align the current curriculum offerings with the Arkansas Curriculum Frameworks state standards. Furthermore, these positions will conduct the transition into the Common Core state standards. Individuals must have a substantial working knowledge of the education standards in Arkansas and the ability to implement those standards.

NURSE

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse will evaluate the physical conditions of students and refer students to appropriate resources as needed. Decisions made require discretionary judgment and analysis.

EDUCATION AND CERTIFICATION

- A. Completion of training necessary for licensing as a registered nurse in the State of Arkansas.
- B. Must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

EXPERIENCE

Must have 2+ years of experience in pediatrics and/or public health nursing.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)

- A. Advanced knowledge of medical disorders and treatment.
- B. Advanced knowledge of child growth and development.
- C. Working knowledge of public health problems and procedures for treatment in coordination with other health and social service agencies.
- D. Working knowledge of Federal, State, and Local laws and regulations affecting the delivery of school health services.
- E. Working knowledge of the school organization and the community served.
- F. Ability to identify abnormal growth and development and symptoms of disease.
- G. Ability to coordinate and facilitate services between the school, local health agency, and other community resources.
- G. Ability to develop and maintain health records on students.
- H. Ability to develop and maintain effective working relationships within the school and local communities, including local hospitals and clinics.

RESPONSIBILITIES AND DUTIES

- A. Develops policies, procedures and work standards for school health program.
- B. Monitors compliance of school health program with federal, state and local laws, regulations and policies.
- C. Prepares health reports for supervisor, board of education and health department as required.
- D. Collaborates with other child-support agencies in designing and providing a school health program.
- E. Negotiates professional and medical services essential to the school health program.
- F. Provides first aid care and medically prescribed services.
- G. Maintains security of school health supplies and confidential information according to Health Insurance Portability and Accountability Act (HIPAA).
- H. Provides staff development on health-related topics for school staff and volunteers.
- I. Screens and conducts health appraisals for students and staff.
- J. Provides follow-up evaluations on students as required.
- K. Recommends corrective action where problems are identified.
- L. Conducts home visits when appropriate.
- M. Corresponds with parents on health needs of children.
- N. Records immunizations, health findings, and other relevant health data.
- O. Reports any signs of physical or mental abuse to the appropriate authorities.
- P. Administers and store prescribed medications to students according to their doctor's requirements and according to State and Federal laws that regulate Public and Private Schools.

MEDIA SPECIALIST

The Media Specialist will provide student and faculty with resources to supplement curriculum, whether in-house collection and/or resources or through the use of technology. Responsible for supervising and maintaining all media resources, including the use and checking out of these resources, and the Library Media Center (LMC) and all Library Media Program (LMP) activities. This person will also develop, implement, and interpret an effective LMP which strives to achieve the mission of Premier High School of Texarkana.

EDUCATION AND CERTIFICATION

- A. Bachelor's degree and valid State of Arkansas teaching certificate.
- B. State certification as a school LMS.
- C. Master's Degree in Educational Technology, Master of Library Science, or comparable degree, preferred.

EXPERIENCE

Previous experience working in a Public or Charter School.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)

- A. Advanced knowledge of State of Arkansas LMP requirements.
- B. Must be able to meet assigned building and district responsibilities.
- C. Must be able to complete building goals and district exit outcomes.
- D. Must be able to allocate and manage expenditures of assigned budget funds on the basis of curricular and replacement needs.
- E. Must be able to develop and promote the LMP, its routines, usage scheduling, and procedures.
- F. Must be able to develop a collection and/or resources that support the curriculum.
- G. Must be able to organize and supervise the ordering, checking, processing, and maintaining of LMC materials.
- H. Must be able to negotiate and manage vendors.

RESPONSIBILITIES AND DUTIES

- A. Assists staff and students with LMC technology.
- B. Maintains a working knowledge of software and CD-ROMs in the LMC.
- C. Provides basic instruction to staff or students for equipment use and LMP.
- D. Assists staff with computer and/or Audio Visual (AV) equipment problems.
- E. Establishes and maintains behavioral standards for students in the LMP.
- F. Assist students in becoming effective and efficient users of LMC resources.

- G. Organizes LMP, equipment, and LMC for effective and efficient utilization and circulation.
- H. Keeps the collection and/or resources current within the constraints of the annual budget by purchasing quality print and computer-based materials.
- I. Establishes an attractive and easily accessible LMC that is conducive for learning.
- J. Effectively utilizes clerical, volunteer, student and/or other personnel to provide quality library service to users.
- K. Advance knowledge of current LMC books and authors in the collection and/or resources, assists students with selecting materials.
- L. Active awareness of the curriculum and supports it through collection and/or resources development.
- M. Develops a research and library skills program relating to the needs of the students.
- N. Instills the ability to be for students to become self-learners by promoting the spirit of inquiry and teaching effective fact-finding skills.
- O. Plans with teachers, when appropriate, for meaningful and effective grade appropriate reference work and/or literature appreciation activities for their students.
- P. Actively plans with teachers and groups of teachers to integrate LMP and multimedia materials with the instructional program.
- Q. Evaluates and selects materials needed to meet both the curricular and individual needs of students, teachers, and administrators who will be using the LMC.
- R. Determines the needs of teachers and students as a basis for the selection of new materials and equipment.
- S. Conducts periodic inventory of library collection and/or resources, as well as library AV equipment and library computers.
- T. Serves on library curriculum committee and district wide technology committee.

Position	Number
Campus Director/Principal	1
Teachers	4
Instructional Aides	1.5
Special Education Teacher	1
Administrative Assistant	1
Nurse (Part-Time)	.5
Media Specialist (Part-Time)	.5
Curriculum Alignment Specialist	2

STANDARD 13: BUSINESS AND BUDGETING PLAN

A Superintendent will be contracted by the school through Responsive Education Solutions of Texas ("ResponsiveEd of Texas") to oversee the hiring of local personnel,

operations of the schools, and the administration of school responsibilities and obligations for the state of Arkansas.

A Campus Director and Secretary will be hired by the Superintendent for the school as administrative staff. The Campus Director will be responsible for on-site operations and accountability as prescribed by the state of Arkansas. The instructional staff will consist of four teachers, a special education teacher, and two aides. One teacher will be identified as the Testing Specialist. A nurse and a media specialist will be retained as part-time staff.

Financial, facility, and IT services will be contracted through ResponsiveEd of Texas. The Superintendent is responsible to ensure that the school and contractor conform to the following practices and procedures currently in place at the ResponsiveEd of Texas home offices.

ACCOUNTING

Premier High School of Texarkana shall comply fully with the following:

- A. generally accepted accounting principles (GAAP);
- B. the Financial Accountability System Resource Guide; and
- C. the federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards.

Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required.

FISCAL YEAR

Premier High School of Texarkana shall operate on a fiscal year beginning July 1 and ending June 30.

BUDGETS

- A. The budget shall be developed prior to June 20, approved by the Board by June 30, and submitted to the Arkansas Department of Education by September 1. The budget shall be used to monitor and evaluate the financial status of the school throughout the fiscal year.
- B. Financial statements displaying budget vs. actual results shall be prepared by the Superintendent and presented to the Board at each board meeting.
- C. The budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the school's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent who shall ensure that funds are expended in accordance with the adopted budget.

- D. The budget shall be amended when a change is made increasing any one of the functional spending categories.

PROCUREMENT

The school will adopt a procurement process which complies with Arkansas state law. The applicant shall procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance and price. The applicant shall use an open market procurement process, which requires sound business reasons for purchases less than \$10,000.

The applicant shall adhere to the following objectives:

- A. procurements shall be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.;
- B. make all purchases in the best interests of the school and in accordance with funding source guidelines;
- C. obtain quality supplies/services needed for delivery at the time and place required;
- D. buy from responsible sources of supply;
- E. obtain maximum value for all expenditures;
- F. deal fairly and impartially with all vendors;
- G. maintain dependable sources of supply; and
- H. be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Premier High School of Texarkana supplier relationships.

The applicant shall execute a *Purchase Order* for all purchases and it shall be approved by the School Director for purchases less than \$500, by the Chief Financial Officer for purchases less than \$2500, by the Chief Executive Officer/Superintendent or Chief Operating Officer for purchases less than \$25,000. All purchases in excess of \$25,000 will be presented to the board of directors for approval with the exception of the purchase of computers already approved in the annual budget.

All lease agreements shall be evidenced by a lease or sublease agreement approved by the Board and signed by the Superintendent. The agreement shall identify all the terms and conditions of the lease.

Please refer to Attachment 4 for a completed two-year budget estimate for Premier High School of Texarkana.

Please refer to Attachment 5 for proposed salary ranges for Premier High School of Texarkana Administration and staff.

STANDARD 14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

- A. The Board shall arrange annually for a qualified certified public accountant licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an audit of Premier High School of Texarkana's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.
- B. The Board shall review the scope and results of the audit. The Board also shall receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Board shall develop a corrective action plan to address all relevant weaknesses noted by the auditor.
- C. The applicant requests to the State Board of Education the ability to use a CPA, instead of the Division of Legislative Audit, to perform the first year financial audit. Upon approval of the State Board, the applicant intends to use the following CPA to perform the first year financial audit:

J. Mason Andres
Thomas & Thomas, LLP
201 East Markham, Suite 500
Little Rock, AR 72201
(903) 831-3477

Premier High School of Texarkana will continue with the following practices to ensure programmatic quality:

- A. continuous in-house academic program review;
- B. immediate action as issues related to campus programs arise;
- C. annual Campus Improvement Plan to identify areas that may be lacking; and
- D. alignment with National Accreditation by Southern Accreditation of Colleges and Schools (SACS-CASI) and other state accreditation processes.

STANDARD 15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCE

Premier High School of Texarkana will participate in the Arkansas Public School Computer Network (APSCN) for reporting financial and educational data, pursuant to the guidelines stated in Arkansas Code Annotated §§ 6-11-105, 6-11-128, Act 723 of the 86th Arkansas General Assembly and/or the State Board of Education Rule. Premier High School of Texarkana will include budget sufficient funds in order to assure adequate training of individuals to use APSCN for data reporting.

STANDARD 16: FACILITIES

Premier High School of Texarkana will be housed in the heart of downtown Texarkana on the 3rd floor (10,640 sq ft) of the Legacy Building. The address is: 210 North State Line Ave. Texarkana, AR 71854. The Legacy Building is privately owned by Landmark

Development Co. and is subject to federal, state, and local building codes and guidelines. The facility was originally constructed in the early 1900's with renovations beginning in 1997 to preserve the originality/historical values of the property while achieving the current requirements for fire, health, and safety codes as well as the necessary improvements for accessibility in accordance with the Individuals with Disabilities Education Act (IDEA) and Americans with Disability Act (ADA). The current use of the square footage is general office. The property owner is in agreement over the use change of the facility and its equipment. All code requirements at the federal, state, and local levels will be met to obtain an Educational "E" Certificate of Occupancy or Special Use Permit required to operate the charter school in the city of Texarkana. Ample parking will also be available for the charter school's staff and/or student use as well as a nearby bus stop provided by mass transit servicing the community. Amount of monthly lease payments (i.e., \$10,975.00) are reasonable and comparable with similar facilities in the Texarkana market. Currently there are no known establishments within 1,000 ft. of the facility that participate in the sale of alcohol.

The Landmark Development Co. has no known relationships with members of the local board and/or employees of the public school located in Texarkana. The property owner also has no relationships with the sponsor of the charter school or the employees, directors and /or administrators of the charter school.

The budget includes funds for upgrading the facility to satisfy all federal, state, and local code requirements as well as Premier High School of Texarkana's educational program requirements. Upgrades to classrooms are primarily to enhance the telephone and data lines for information technology (IT)/server support required for cutting edge educational software programs and computer technology.

As operators of 50+ charter school educational facilities, ResponsiveEd is aware of the following:

- A. the process of securing an educational facility that is appropriate and adequate for the school's program and targeted population;
- B. ResponsiveEd understands the costs of securing and improving a facility to meet all federal, state, and local codes and have access to the necessary resources to fund the facility plan; and
- C. ResponsiveEd has policies and procedures in place for continued operations, maintenance and repairs for all facilities.

Premier High School of Texarkana has plans to designate the opening of school to coincide with the Texarkana Arkansas School District opening day of school.

STANDARD 17: CONFLICTS OF INTEREST

The following individuals specifically identified by name in Section A above receive compensation or benefits from Responsive Education Solutions, a Texas nonprofit

corporation with whom Premier High School of Texarkana intends to contract for turn-key administrative services:

1. Charles Cook – Chief Executive Officer/Superintendent of Premier High School of Texarkana
2. Dr. Alan Wimberley - Chief Learning Officer of ResponsiveEd of Texas
3. Rosalinda Gonzalez – Chief Academic Officer of ResponsiveEd of Texas
4. Robert Davison – Chief Operating Officer of ResponsiveEd of Texas
5. James Taylor – Chief Financial Officer of ResponsiveEd of Texas

Any potential conflict will be addressed through a management agreement between the two organizations which will clearly define the duties and responsibilities of the listed individuals.

STANDARD 18: STUDENT SERVICES

A. GUIDANCE PROGRAM

Premier High School of Texarkana will seek a waiver for the requirement of a guidance program and on-campus certified counselor. The Campus Director and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Premier High School of Texarkana staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Should the need for a campus counselor be deemed necessary, Premier High School of Texarkana will seek an outside consultant on a contractual basis to handle counseling duties.

B. HEALTH SERVICES

Premier High School of Texarkana will offer a health services program that will serve all students. This program will be anchored by the hiring of a part-time registered nurse. Premier High School of Texarkana will comply with all state regulations when hiring this position. This program will include medical record-keeping (in compliance with privacy statutes), immediate attention involving minor sicknesses or injuries, and aid in creation of campus health and safety regulations.

C. MEDIA CENTER

In compliance with state standards, Premier High School of Texarkana will have a media center, run by a part-time media specialist, available to students. A minimum of three thousand volumes, or at least eight books per student, whichever figure is larger, will be kept. At least one computer will also be made available, as well.

D. TRANSPORTATION

Premier High School of Texarkana will elect not to provide transportation services. Should the need for transportation be deemed necessary to address, monies will then be budgeted to allow students the ability to use public transportation.

E. FOOD SERVICES

Please see clarifications in Standard 19: *Food Services* regarding the inclusion of food services at Premier High School of Texarkana.

F. SPECIAL EDUCATION

The term "Special Education" means specially-designed instruction to meet the unique needs of a child with a disability. The purpose of the Special Education program is to design and deliver quality supports to students, educators, and families for the success of students with disabilities.

IMPLEMENTATION OF THE INDIVIDUALIZED EDUCATION PROGRAM ("IEP") (34 CFR 300.323)

When IEPs must be in Effect (34 CFR 300.323): Premier High School of Texarkana shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. Premier High School of Texarkana will ensure that the IEP is in effect before special education and related services are provided to an eligible child, and that the IEP is implemented as soon as possible following the IEP committee meeting.

Transfer Students: For a student who is new to Premier High School of Texarkana, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district, or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

EVALUATION OF CHILDREN TO DETERMINE ELIGIBILITY (34 CFR 300.301-300.311)

Initial Evaluation (34 CFR 300.301-300.311): Referral of students for a full and individual initial evaluation for possible special education services is a part of the Premier overall general education Response to Intervention program. Prior to referral, students experiencing difficulty in the general

classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty, the student is referred to the Student Success Team (SST) for additional services through the Response to Intervention program. School personnel document the provision of the additional interventions and the results. When a student does not progress adequately, the student is referred for a full and individual evaluation.

Premier High School of Texarkana ensures that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed prior to the initial provision of special education and related services and addresses if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

DEVELOPMENT, REVIEW, AND REVISION OF THE IEP (34 CFR 300.320-300.324; 300.106)

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child; the results of the initial or most recent evaluation of the child; and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered.

The IEP team will also consider special factors such as: whether a child's behavior impedes his/her learning or the learning of others; whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP; what the communication needs of the student are; and whether the child needs assistive technology devices/services.

The IEP (34 CFR 300.320-300.324) will include:

- A. Documentation that persons with knowledge of the student and the student's disability including, but not limited to, the parent, the campus administrator, the special education teacher of the child, the general education teacher(s) of the child, and an individual who can interpret the educational implications of evaluation results were present and a part of the decision-making process;
- B. a statement of the child's present levels of educational and functional performance and how the child's disability affects the child's involvement and progress in the general curriculum;
- C. a statement of the special education and related services and supplementary aids and services to be provided to the child;

- D. a statement of measurable annual goals, including benchmarks or short-term objectives;
- E. the projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and accommodations;
- F. a statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of non-disabled students, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year;
- G. a statement of any individual modifications/accommodations in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;
- H. a statement of assurance that the student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate for his/her overall educational needs (including academic and developmental areas such as language and socialization);
- I. a statement of assurance that the removal of students with disabilities from the general education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily;
- J. a statement of assurance that each student with a disability participates in nonacademic and extracurricular services and activities, including meals and recess periods, with non-disabled students to the maximum extent appropriate to the needs of the student; and
- K. document the annual provision of the Procedural Safeguards Notice which includes a full explanation of the protections available to students with disabilities and their parents.

IEP Accountability (34 CFR 300.324): Premier High School of Texarkana will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful.

Extended School Year Services ("EYS") (34 CFR §300.106) are defined as special education and related services that are provided to the child with a disability beyond the regular school year, as necessary to provide Free Appropriate Public Education ("FAPE") as determined by a child's IEP.

LEAST RESTRICTIVE ENVIRONMENT ("LRE") PLACEMENT (34 CFR 300.114-300.116)

General Least Restrictive Environment Requirements (34CFR §300.114 - 300.116): Premier High School of Texarkana will assure that students with disabilities are educated with nondisabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs. In providing programs, services, and activities for students with disabilities, Premier shall first consider the least restrictive environment of the general education program. Special classes, separate schooling or other removal of students with disabilities from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Continuum of Placements (34 CFR 300.115): Premier will provide a FAPE for students with disabilities in order to meet the need for special education and related services. This includes a variety of placements and makes provision for supplementary services to be provided in conjunction with general education classroom placement.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided all other students. In addition, Premier will ensure that each child with a disability participates with non-disabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR 300.320.

TRANSITION PLANNING (34 CFR 300.320-300.321)

For each student beginning at age 16, and younger if appropriate, and updated annually, Premier High School of Texarkana will develop a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's course of study.

Transition service means a coordinated set of activities for a student with a disability that:

- A. is designed within an outcome oriented process, promoting movement from school to post-school activities including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation;
- B. is based on the individual student's needs, taking into account the student's preferences and interests; and

- C. includes instruction, related services, community experiences, development of employment, other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

G. ALTERNATIVE EDUCATION

Premier High School of Texarkana will strive to provide an individualized approach to students by an alternative approach made possible by the small-sized high school environment. Premier High School of Texarkana embodies many of the practices described in the *Exemplary Practices in Alternative Education: Indicators of Quality Programming*. Key areas of alignment appear in multiple areas described in this document; however, several of these areas stand out as promoting success in serving a targeted student population, school dropouts. These areas are Program Evaluation (*see Standard 7*) and Professional Development to improve teaching and learning at an atypical school. ResponsiveEd offers innovative, non-typical approaches to the instruction of this population, leading them to become lifetime learners.

For both Economically Disadvantaged and Limited English Proficient students the learning gap is being closed. The Premier High School of Texarkana staff will actively facilitate instruction in content areas for these students by relying on students' strengths via prior instruction, taking inventory of students' weaknesses/needs, and providing a personalized approach when tutorials are indicated. Not only preventing them from becoming dropouts, the Premier High School individualized approach assists this population to a successful career and, potentially, a higher education experience.

H. GIFTED AND TALENTED PROGRAM

A waiver will be sought for the inclusion of a gifted and talented program at Premier High School of Texarkana. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at Premier High School of Texarkana will be attending classes solely in order to get back on the path towards receiving their high school education as quickly as possible. Upon program assessment, if the need for such a program is determined then Premier High School of Texarkana will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Such classes would allow those interested in a college education the ability to complete advanced education courses while still working towards their high school diploma.

STANDARD 19: FOOD SERVICES

Premier High School of Texarkana will apply to participate in the Child Nutrition Program ("CNP"), including both The School Breakfast Program and the National School

Lunch Program). It is the intention of Premier High School of Texarkana to contract Preferred Meal Systems, Inc. ("Preferred Meals"), based out of Berkeley, Illinois, through the RFP process as the vendor to provide hot and cold meals to the students of Premier High School of Texarkana. A local food vendor may also be considered if the option is more cost-effective for Premier High School of Texarkana. Preferred Meals is a well-respected national food vendor; supplying nutritious and great-tasting meal options to campuses across the United States. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture (USDA). Similarly, Premier High School of Texarkana will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value.

Low-cost meals will be provided to the students. The CNP will also ensure the equal treatment of students who qualify for free and reduced price meals. Further, no one will be discriminated against based on race, gender, national origin, age, or disability. Upon receiving appropriate training, the campus administrative assistant will be responsible for preparing and serving student meals, while also keeping track of records related to CNP. Premier High School of Texarkana will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

STANDARD 20: PARENTAL INVOLVEMENT

Due to the population served, which may include many older students, some disconnected from their families or living on their own, the amount of parent involvement at Premier High School of Texarkana may be limited. However, the administration at Premier High School of Texarkana will still strive to keep interested parties, including parents and/or guardians, involved in the happenings on-campus through the use of:

- A. on-site informational campus meetings (as needed);
- B. annual gatherings allowing questions and parental/community feedback;
- C. district-wide informational newsletter available on-campus for distribution;
- D. web-based communication of campus/district news; and
- E. prompt email or phone communication with all levels of campus personnel.

Additionally, parents and/or guardians, will regularly be given the opportunity to participate in the school's Community Advisory Council ("CAC") and volunteer their time or resources to help further the vision of Premier High School of Texarkana. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of Premier High School, amongst other opportunities. Those who have the chance to volunteer will aid in lifting up Premier High School of Texarkana to its greatest level of potential.

STANDARD 21: REQUESTS FOR WAIVERS

The applicant seeks exemption from the following portions of Title 6 of the Arkansas Code Annotated (“Education Code”) and related State Board of Education Rules and Standards for Accreditation of Arkansas Public Schools and School Districts:

- A. **Subtitle 2, Chapter 10, Section 6-10-106: Uniform Dates for Beginning and End of School Year:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana will follow the school calendar for Arkansas High School.
- B. **Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in Responsive Education Solutions of Arkansas’ by-laws.
- C. **Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303: Adoption of Policy:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, Premier High School of Texarkana will require a vote by “classified employees” (as defined in Section 6-13-1302).
- D. **Subtitle 2, Chapter 13, Subchapter 14, Section 6-13-1401 et seq.: Consolidation, Annexation, and Formation:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- E. **Subtitle 2, Chapter 14, Section 6-14-101 et seq.: School Elections:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- F. **Subtitle 2, Chapter 15, Subchapter 9, Section 6-15-902(a): Grading Scale—Exemptions—Special Education Classes:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana will adopt the following more rigorous grading scale to ensure mastery of the relevant material: A = 90% to 100%, B = 80% to 89%, C = 70% to 79%, and F = 69% and below.
- G. **Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004: Qualified Teachers in Every Public School Classroom:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the

- extent that it requires teachers to be certified. Instead, in addition to certified teachers, Premier High School of Texarkana will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).
- H. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-102: School Day:** Premier High School of Texarkana seeks exemption from this portion of the Education Code because the school’s education program requires flexibility in addressing the unique needs of its at-risk student population. As such, Premier High School of Arkansas requests that “school day” be defined as a day in which classes are in session and students receive at least four (4) hours of instructional time. The instructional day will be extended up to and beyond 6 hours for students in need of additional assistance.
- I. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-105: United States Flag:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Premier High School of Texarkana may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Premier High School of Texarkana will seek alternative methods for prominently displaying the United States flag.
- J. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-106: Arkansas Flag:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires the display of the Arkansas flag on a flagstaff on the school grounds. Premier High School of Texarkana may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Premier High School of Texarkana will seek alternative methods for prominently displaying the Arkansas flag.
- K. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114: Daily Planning Period:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. The individualized curriculum utilized by Premier High School of Texarkana dramatically reduces the time needed by a teacher for instructional planning.
- L. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Noninstructional Duties:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of noninstructional duties per week. Instead, Premier High School of Arkansas requests that the time be increased to two-hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and noninstructional duties to achieve efficient and economical operation of the school.
- M. **Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203: Committee for Each School District:** Premier High School of Texarkana seeks

exemption from this portion of the Education Code. Premier High School of Texarkana will not employ enough staff to comply.

- N. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Certified Personnel:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Arkansas will employ all employees on an “at-will” basis. This means that employment with Premier High School of Arkansas is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, Premier High School of Arkansas may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.
- O. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302: Public School Principals—Qualifications and Responsibilities:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, the Premier High School of Arkansas principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, Premier High School of Texarkana will ensure that its principal is appropriately qualified to lead the school through extensive training in the school’s educational methodology.
- P. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309: Certification—Waiver:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Premier High School of Texarkana will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School of Texarkana ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).
- Q. **Subtitle 2, Chapter 17, Subchapter 4: Certification Generally:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Premier High School of Texarkana will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Premier High School of Texarkana ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).
- R. **Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802: Twelve-Month Contracts for Vocational Agriculture Teachers:** Premier High School of Texarkana seeks exemption from this portion of the Education Code.
- S. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902: Definitions:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Premier High School of Texarkana will have the flexibility to identify and hire those individuals best suited to facilitate the school’s

unique educational program. Premier High School of Texarkana ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

- T. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908: Teachers' Salary Fund:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Trustees.
- U. **Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919: Warrants Void Without Valid Certificate and Contract:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, Premier High School of Texarkana will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Premier High School of Texarkana ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001) on an "at-will" basis.
- V. **Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.: Teachers' Minimum Sick Leave Law:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Premier High School of Texarkana is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for Premier High School of Arkansas teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.
- W. **Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302: Definitions:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it excludes teachers from its definition of "school employee."
- X. **Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.: Teacher Fair Dismissal Act:** Premier High School of Texarkana is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an "at-will" basis. As such, Premier High School of Texarkana will be free to hire teachers skilled in the implementation of its unique educational program while maintaining the flexibility to dismiss those teachers when it becomes apparent that they are not performing to the high standards required for the successful implementation of that program. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of Trustees.
- Y. **Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.: Public School Employee Fair Hearing Act:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana employees will be employed on an "at-will" basis. Employees will have the right to appeal their

dismissal in accordance with a grievance policy adopted by the Board of Trustees.

- Z. **Subtitle 2, Chapter 17, Subchapter 22, Sections 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver Request “AA” immediately below.
- AA. **Subtitle 2, Chapter 17, Subchapter 23: Personnel Policy Law for Classified Employees:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, the Board of Trustees for Premier High School of Texarkana will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.
- BB. **Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq.: Teacher Compensation Program of 2003:** Premier High School of Texarkana seeks exemption from this portion of the Education Code. Instead, Premier High School of Texarkana will provide compensation that is competitive with local public school districts. Premier High School of Texarkana reserves the right to determine specific salary schedules, taking into account the teacher’s years of experience, skill, education, and other qualifications.
- CC. **Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq.: Public School Student Services Act:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Premier High School of Texarkana staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.
- DD. **Subtitle 2, Chapter 19: Transportation:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires Premier High School of Texarkana to implement a transportation program.
- EE. **Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Premier High School of Texarkana to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all

facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

- FF. **Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-101 et seq.: Gifted and Talented Children:** Premier High School of Texarkana seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at Premier High School of Texarkana. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at Premier High School of Texarkana will be attending classes solely in order to get back on the path towards receiving their high school education as quickly as possible. Upon program assessment, if the need for such a program is determined then Premier High School of Texarkana will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Such classes would allow those interested in a college education the ability to complete advanced education courses while still working towards their high school diploma.

STANDARD 22: DESEGREGATION ASSURANCES

Premier High School of Texarkana will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools. The intention of Premier High School of Texarkana is not to interfere with the structure of the traditional local school districts. The applicant is not aware of any Federal desegregation court orders affecting the Texarkana Arkansas School District, nor any of the surrounding school districts from which students are likely to attend Premier High School of Texarkana with the exception of the Fouke Public School District and Hope Public Schools. The applicant, after careful review, finds that neither of the court orders against Fouke Public School District and Hope Public Schools is active, and assures the State Board of Education and Department of Education that it shall operate Premier High School of Texarkana in such a manner as not to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district in Arkansas.

As the population generally targeted by Premier High School of Texarkana will be those who have already dropped out of the local school system, the impact on other area campuses will be minimal.

ATTACHMENT 1.a. – PUBLIC HEARING ANNOUNCEMENT
Texarkana Gazette



**Premier High School
of Texarkana**

Responsive Education Solutions
 plans to submit an application to the State Board of
 Education to operate an open-enrollment public charter
 school to be known as Premier High School of Texarkana.
 A public hearing and information session will be held to
 allow those in the community to learn more about the
 proposed school.

NOTICE OF PUBLIC HEARING
 Holiday Inn Express
 5210 Crossroads Pkwy
 Texarkana, AR 71854
 Monday, August 22nd
 at 7pm

All are welcome to attend and learn more about the
 positive impact ResponsiveEd will bring to the students
 of Texarkana.

RESPONSIVEED
RESPONSIVE TO THE COMMUNITY... EDUCATING THE INDIVIDUAL

08/01/2011 MON 10:28 FAX 2001/001

1 Texarkana Newspapers, Inc. 315 Pine St. Texarkana, Tx. 75501 (903) 794-3311		ADVERTISING INVOICE / STATEMENT <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">4 BILLING DATE 8-1-11</td> <td style="width: 25%;">6 TERMS OF PAYMENT</td> <td style="width: 25%;">8 INVOICE NUMBER</td> <td style="width: 25%;">PAGE</td> </tr> <tr> <td colspan="4">9 ADVERTISER / CLIENT NAME</td> </tr> <tr> <td colspan="2">7 ORDER / ACCOUNT NUMBER 1245604</td> <td colspan="2">10 ADV. / CLIENT NUMBER</td> </tr> <tr> <td colspan="4">5 BILLING PERIOD</td> </tr> <tr> <td colspan="4">ADVERTISING DEPARTMENT Retail Display</td> </tr> </table>		4 BILLING DATE 8-1-11	6 TERMS OF PAYMENT	8 INVOICE NUMBER	PAGE	9 ADVERTISER / CLIENT NAME				7 ORDER / ACCOUNT NUMBER 1245604		10 ADV. / CLIENT NUMBER		5 BILLING PERIOD				ADVERTISING DEPARTMENT Retail Display			
4 BILLING DATE 8-1-11	6 TERMS OF PAYMENT	8 INVOICE NUMBER	PAGE																				
9 ADVERTISER / CLIENT NAME																							
7 ORDER / ACCOUNT NUMBER 1245604		10 ADV. / CLIENT NUMBER																					
5 BILLING PERIOD																							
ADVERTISING DEPARTMENT Retail Display																							
2 Responsive Education Solution ATTN: Casey Morgan																							

13	DATE	14 DESCRIPTION	15 CLASS TYPE	16 DISCOUNT	17 TIMES	18 UNITS	19 RATE	20 AMOUNT
	AUG. 1	Public Hearing	2x4			27.38		219.04
	AUG. 8	Public Hearing	2x4			27.38		219.04
	AUG. 15	Public Hearing	2x4			27.38		219.04
(\$657.12 payment 7/28/11)								
								21 AMOUNT
								657.12
								22 TOTAL DUE
								657.12

23 Texarkana Gazette Business Office - Retail Display PO Box 621 Texarkana, Tx. 75504		24 BILLED ACCOUNT NAME Responsive Education - ATTN: Casey Morgan	
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25 BILLED ACCOUNT NO. 1245604	6 BILLING PERIOD 8-1-11	7 INVOICE NO.	TOTAL AMOUNT DUE 657.12
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TO INSURE PROPER CREDIT, PLEASE DETACH AND RETURN THIS PORTION WITH YOUR PAYMENT.

ATTACHMENT 1.b. - CERTIFIED MAIL RECEIPTS TO SUPERINTENDENTS Public Hearing – August 22, 2011

U.S. Postal ServiceTM
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OFFICIAL USE

Postage	\$.88
Certified Fee	2.85
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Postmark Here
LEWISVILLE TX 75007
AUG - 4 2011

Sent To: Mineral Springs, Saratoga School District, Attn: Max Adams
Street, Apt. No.: 130 W. Downing St.
or PO Box No.:
City, State, ZIP+4: Mineral Springs, AR 71851

PS Form 3800, August 2006 See Reverse for Instructions

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AUG - 4 2011

Sent To: Ashdown Public School District, Attn: Sarah Walker
Street, Apt. No.: 511 North Second St.
or PO Box No.:
City, State, ZIP+4: Ashdown, AR 71222

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Total Postage & Fees	\$

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Sent To: Fouke School District, Attn: Ernest H. Harkins
Street, Apt. No.: 200 North Davis
or PO Box No.:
City, State, ZIP+4: Fouke, AR 71837

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Sent To: Texarkana, Arkansas School District, Attn: David Sapp
Street, Apt. No.: 3435 Jefferson Avenue
or PO Box No.:
City, State, ZIP+4: Texarkana, AR 71854

PS Form 3800, August 2006 See Reverse for Instructions

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Sent To: Lafayette County School District, Attn: Mark Keith
Street, Apt. No.: 712 Chestnut St.
or PO Box No.:
City, State, ZIP+4: Lewisville, AR 71845

PS Form 3800, August 2006 See Reverse for Instructions

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Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

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LEWISVILLE TX 75007
AUG - 4 2011

Sent To: Spring Hill School District, Attn: David Williams
Street, Apt. No.: 1633 Hwy 355 West
or PO Box No.:
City, State, ZIP+4: Hope, AR 71801

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Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Postmark Here
LEWISVILLE TX 75007
AUG - 4 2011

Sent To: Bates Central School District, Attn: Albert Murphy
Street, Apt. No.: 12472 State Hwy. 196
or PO Box No.:
City, State, ZIP+4: Texarkana, AR 71854

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Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Postmark Here
LEWISVILLE TX 75007
AUG - 4 2011

Sent To: Hope Public Schools, Attn: Kenneth Walden
Street, Apt. No.: 117 East Second Street
or PO Box No.:
City, State, ZIP+4: Hope, AR 71801

PS Form 3800, August 2006 See Reverse for Instructions

**ATTACHMENT 1.c. - PUBLIC HEARING ANNOUNCEMENT LETTER
TO SUPERINTENDENTS
Public Hearing - August 22nd, 2011**



August 4, 2011

Texarkana Arkansas School District
3435 Jefferson Avenue
Texarkana, Arkansas 71854

Dear Mr. Sapaugh:

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application to the State Board of Education in order to operate an open-enrollment public charter high school in the Texarkana area. This campus will be known as Premier High School of Texarkana and will focus on reaching dropout-recovery students in your community.

A public hearing and information session will be held on Monday, August 22nd at 7:00pm at the Holiday Inn Express, 5210 Crossroads Pkwy, Texarkana, AR 71854.

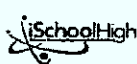
If your busy schedule should allow, I would welcome the opportunity to meet with you at your office and share our vision for reaching this very important, often overlooked student population. Please feel free to contact me at 972.316.3663 or ccook@responsiveed.com if you are open to such a meeting.

Sincerely,

Charles Cook
Chief Executive Officer
Responsive Education Solutions

Cc: Joseph M. Walker, Superintendent – Ashdown Public School District
Forrest Mulkey, Superintendent – Fouke School District
Albert Murphy, Superintendent – Genoa Central School District
Kenneth Muldrew, Superintendent – Hope Public Schools
Mark Keith, Superintendent – Lafayette County School District
Max Adcock, Superintendent – Mineral Springs Saratoga School District
Dickie Williams, Superintendent – Spring Hill School District

PO Box 292730
Lewisville, TX 75029
Phone 972.316.3663
Fax 972.315.9506



www.ResponsiveEd.com
www.PremierHighSchools.com
www.iSchoolHigh.com
www.QuestMiddleSchools.com
www.Vista-Academies.com

ATTACHMENT 1.d. - CERTIFIED MAIL RECEIPTS TO SUPERINTENDENTS Charter Application – August 29, 2011

7010 0290 0002 6670 7051

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Postage \$
Certified Fee \$
Return Receipt Fee (Endorsement Required) \$
Restricted Delivery Fee (Endorsement Required) \$
Total Postage & Fees \$

Sent To: Attn: Max Adcock
Street, Apt. No., or PO Box No. 3435 Jefferson Avenue
City, State, ZIP+4® Texarkana, AR 71854

PS Form 3800, August 2006 See Reverse for Instructions

7010 0290 0002 6670 7052

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Return Receipt Fee (Endorsement Required) \$
Restricted Delivery Fee (Endorsement Required) \$
Total Postage & Fees \$

Sent To: Attn: Max Adcock
Street, Apt. No., or PO Box No. 130 W. Browning St.
City, State, ZIP+4® Mineral Springs, AR 71851

PS Form 3800, August 2006 See Reverse for Instructions

7010 0290 0002 6670 7047

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Certified Fee \$
Return Receipt Fee (Endorsement Required) \$
Restricted Delivery Fee (Endorsement Required) \$
Total Postage & Fees \$

Sent To: Attn: Forrest Mulkey
Street, Apt. No., or PO Box No. 200 North Davis
City, State, ZIP+4® Fouke, AR 71837

PS Form 3800, August 2006 See Reverse for Instructions

7010 0290 0002 6670 7047

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Certified Fee \$
Return Receipt Fee (Endorsement Required) \$
Restricted Delivery Fee (Endorsement Required) \$
Total Postage & Fees \$

Sent To: Attn: Joseph Walker
Street, Apt. No., or PO Box No. 511 North Second Street
City, State, ZIP+4® Ashdown, AR 71822

PS Form 3800, August 2006 See Reverse for Instructions

7010 0290 0002 6670 7023

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Return Receipt Fee (Endorsement Required) \$
Restricted Delivery Fee (Endorsement Required) \$
Total Postage & Fees \$

Sent To: Attn: Mark Keith
Street, Apt. No., or PO Box No. 712 Chestnut St.
City, State, ZIP+4® Lafayette County School District, Lewisville, AR 71845

PS Form 3800, August 2006 See Reverse for Instructions

7010 0290 0002 6670 7023

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Return Receipt Fee (Endorsement Required) \$
Restricted Delivery Fee (Endorsement Required) \$
Total Postage & Fees \$

Sent To: Attn: Kenneth Muldren
Street, Apt. No., or PO Box No. 117 East Second Street
City, State, ZIP+4® Hope Public Schools, Hope, AR 71801

PS Form 3800, August 2006 See Reverse for Instructions

7010 0290 0002 6670 7078

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Postage \$
Certified Fee \$
Return Receipt Fee (Endorsement Required) \$
Restricted Delivery Fee (Endorsement Required) \$
Total Postage & Fees \$

Sent To: Attn: Dickie Williams
Street, Apt. No., or PO Box No. 633 Hwy 355 West
City, State, ZIP+4® Spring Hill School District, Hope, AR 71801

PS Form 3800, August 2006 See Reverse for Instructions

7010 0290 0002 6670 7054

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Postage \$
Certified Fee \$
Return Receipt Fee (Endorsement Required) \$
Restricted Delivery Fee (Endorsement Required) \$
Total Postage & Fees \$

Sent To: Attn: Albert Murphy
Street, Apt. No., or PO Box No. 12472 State Hwy. 196
City, State, ZIP+4® Genoa Central School District, Texarkana, AR 71854

PS Form 3800, August 2006 See Reverse for Instructions

ATTACHMENT 1.e. – APPLICATION LETTER TO SUPERINTENDENTS
Charter Application – August 29, 2011



August 30, 2011

Via Certified Mail
Mr. Russell Sapaugh
Texarkana Arkansas School District
3435 Jefferson Ave
Texarkana, Arkansas 71854

Dear Mr. Sapaugh,

Please review the enclosed Open-Enrollment Charter School Application which was sent to the Arkansas Department of Education, as well as the State Board of Education of Arkansas.

Sincerely,

A handwritten signature in black ink, appearing to be "Chuck Cook".

Chuck Cook
Chief Executive Officer
Responsive Education Solutions

enclosure

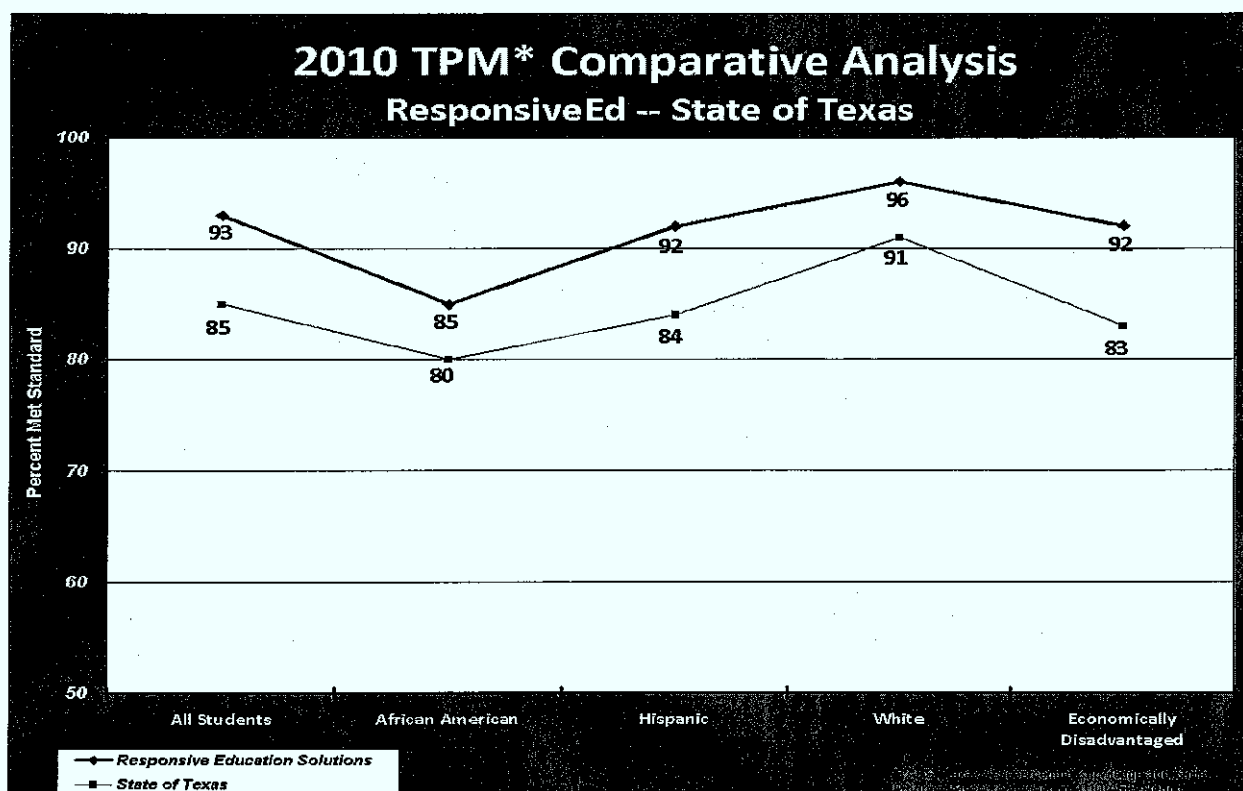
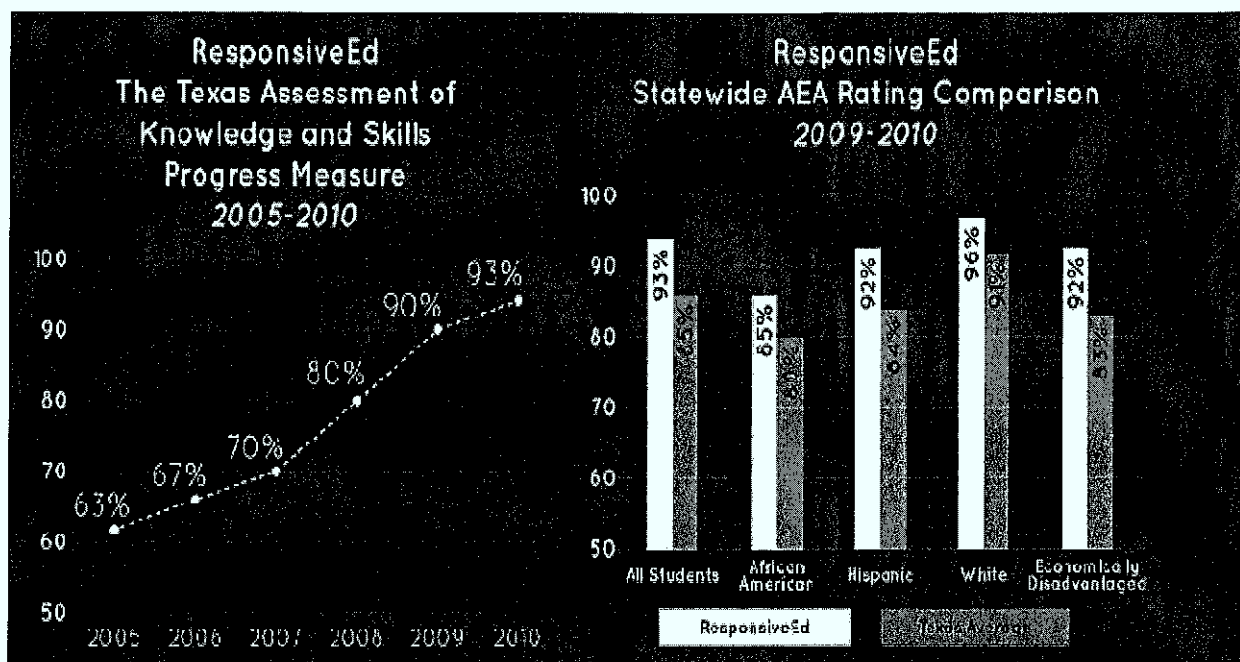
cc: Mark Keith, Lafayette County School District
Forrest Mulkey, Fouke School District
Albert Murphy, Genoa Central School District
Dickie Williams, Spring Hill School District
Kenneth Muldren, Hope Public Schools
Max Adcock, Mineral Springs Saratoga School District
Joseph Walker, Ashdown Public School District

PO Box 292730
Lewisville, TX 75029
Phone 972.316.3663
Fax 972.315.9506



www.ResponsiveEd.com
www.PremierHighSchools.com
www.iSchoolHigh.com
www.QuestMiddleSchools.com
www.Vista-Academies.com

ATTACHMENT 1.f. - SUPPORTING NARRATIVE RESPONSES



ATTACHMENT 1.g. - SUPPORTING NARRATIVE RESPONSES

Course Category	PEIMS ID	Course Name	Credit	Curriculum Options	Units for 1/2 Credit	Units for Full Credit
English Language Arts	LAN 600	ELA/Reading 600	n/a	OW, ResponsiveEd Units	n/a	n/a
	LAN 700	ELA/Reading 700	n/a	OW, DU	n/a	n/a
	LAN 800	ELA/Reading 800	n/a	OW, DU	n/a	n/a
English Language Arts	ENG 1	English I	1.0	OW, ResponsiveEd Units	1-5	6-10
	ENG 2	English II	1.0	OW, ResponsiveEd Units	1-5	6-10
	ENG 3	English III	1.0	OW, ResponsiveEd Units	1-5	6-10
	ENG 4	English IV	1.0	OW, ResponsiveEd Units	1-5	6-10
	ENG 1 SOL	English I SOL	1.0	English Discoveries	1-5	6-10
	ENG 2 SOL	English II SOL	1.0	English Discoveries	1-5	6-10
	COMMAPP	Communication Applications	0.5	Textbook - Exploring Communication w/study guides, DU	1-5	n/a
	MATH 600	Math 600	n/a	OW, ResponsiveEd Units	n/a	n/a
	MATH 700	Math 700	n/a	OW, ResponsiveEd Units	n/a	n/a
	MATH 800	Math 800	n/a	OW, ResponsiveEd Units	n/a	n/a
Mathematics	ALG 1	Algebra 1	1.0	Video Text w/work texts, OW	5	10
	GEOM	Geometry	1.0	Video Text w/work texts, OW	5	10
	ALG 2	Algebra 2	1.0	Video Text w/work texts, OW	5	10
	PRECAL	Precalculus	1.0	ResponsiveEd Units	5	10
	MTHMOD	Math Models	1.0	OW	5	10
	SOC ST 600	Social Studies 600	n/a	OW, DU, Textbook-Glencoe "Our World Today" w/study guides	n/a	n/a
	TX HIST 700	Texas History 700	n/a	ResponsiveEd Units	n/a	n/a
	SOC ST 800	Social Studies 800	n/a	OW, DU, Textbook-Glencoe "The American Republic To 1877" w/study guides	n/a	n/a
	World Geography	World Geography	1.0	ResponsiveEd Units, OW, Textbook - "World Geography"	1-5	6-10
	W HIST	World History	1.0	ResponsiveEd Units, OW	1-5	6-10
Social Studies	US HIST	US History	1.0	Glencoe "The American Republic Since 1877" w/study guides	1-5	6-10
	GOVT	Government	0.5	ResponsiveEd Units, OW, DU, Textbook - Holt "Economics" w/study guides	1-5	n/a
	ECO-FE	Economics	0.5	ResponsiveEd Units, OW, DU, Textbook - Holt "Economics" w/study guides	1-5	n/a
	SCI 600	Science 600	n/a	OW, DU, Textbook-Select Science 6 w/study guides	n/a	n/a
	SCI 700	Science 700	n/a	OW, DU, Textbook-Select Science 7 w/study guides	n/a	n/a
	SCI 800	Science 800	n/a	ResponsiveEd Units, OW, DU, Textbook-Select Science 8 w/study guides	n/a	n/a
	IPC	IPC	1.0	ResponsiveEd Units, OW, Textbook-Glencoe "Integrated Physics and Chemistry" w/study guides	*	*
	BIO	Biology	1.0	OW, DU, Textbook-Holt Biology w/study guides	1-5	6-10
	PHYSICS	Physics	1.0	OW, DU	1-5	6-10
	ASTRON	Astronomy	1.0	ResponsiveEd Units	1-5	6-10
Health and Physical Education	CHEM	Chemistry	1.0	ResponsiveEd Units, OW, DU	1-5	6-10
	HEALTH 600	Health Quest	n/a	OW (course can be used once for 6, 7 or 8th grade)	n/a	n/a
	HEALTH 700	Health Quest	n/a	OW	n/a	n/a
	HEALTH 800	Health Quest	n/a	OW	n/a	n/a
	HLTH ED	Health Education	0.5	OW, DU, Glencoe w/study guides	1-5	n/a
	PERFOUND	Foundations of Personal Fitness	0.5	Eagle PAKS	1-6	n/a
		PE	0.5	On-Site or Off-Site (with approval)		
	SPAN 1	Spanish I	1.0	OW (Units 1-6)	1-3	4-6
	SPAN 2	Spanish II	1.0	OW (Units 7-12)	7-9	10-12
	SPAN 3	Spanish III	1.0	OW (Units 13-18)	13-15	16-18
Foreign Languages	SPAN 1	Spanish I	1.0	Power Speak	half	half
	SPAN 2	Spanish I	1.0	Power Speak	half	half
	SPAN 3	Spanish III	1.0	Power Speak	half	half
	FRENCH 1	French I	1.0	Power Speak	half	half
	FRENCH 2	French II	1.0	Power Speak	half	half
	FRENCH 3	French III	1.0	Power Speak	half	half
	GERMAN 1	German I	1.0	Power Speak	half	half
	GERMAN 2	German II	1.0	Power Speak	half	half

ATTACHMENT 2 – SCHOOL CALENDAR AND CLASS SCHEDULE



2012-2013 School Calendar Premier High School of Texarkana

<u>HOLIDAYS</u>		<u>BAD WEATHER MAKE-UP DAYS</u>
Labor Day	September 5	February 15
Columbus Day	October 8	February 18
Thanksgiving Break	November 19-23	March 29
Christmas Break	December 17-31	May 31
New Year's Day	January 1	June 3
Martin Luther King Day	January 21	
Winter Break	February 15-18	
Spring Break	March 18-22	
Good Friday	March 29	
Memorial Day	May 27	

Class Schedule

Subject	Time	Instructional Minutes
Campus Announcements	8:00am – 8:15am	15 minutes
Math	8:15am – 9:00am	45 minutes
Science	9:00am – 9:45am	45 minutes
English / Literacy	9:45am – 10:30am	45 minutes
Social Studies	10:30am – 11:15am	45 minutes
Elective / Foreign Language	11:15am – 12:00pm	45 minutes
Lunch Break	12:00pm – 12:30pm	
Academic Tutorials	12:30pm – 2:30pm	120 minutes
Total Instructional Minutes =		360

ATTACHMENT 3 – FACILITIES UTILIZATION AGREEMENT

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

Lessor (Owner): LANDMARK DEVELOPMENT CO.

Lessee (Tenant): RESPONSIVE EDUCATION SOLUTIONS

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:

OFFICE SPACE

Premises:

210 N. STATE LINE AVE
address TEXARKANA, ARK 71854

10,640
square footage

Terms of Lease:

TERM - 36 MO RATE - \$19,975/MO

Rental Amount:

\$10,975/MO

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

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

[Signature]
By Charles Cook CEO
Date 8/28/11

Lessor:

[Signature]
By David J. Potter II
Date 8/17/2011

ATTACHMENT 4 – BUDGET **Estimated Budget Worksheet, Year One (2012-2013)**

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	StatePublicCharterSchool Aid:		
2	No. of Students (102) x \$6,267 State Foundation Funding		
3			639,234
4	No. of Students (102) x \$42.38 Professional Development		4,323
5	No. of Students (102) x eligible rate (1,033)* NSLA Funding		105,366
6	TotalStateCharterSchool Aid		\$748,923
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	75,536	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)	1,000,000	\$250,000 Walton Foundation grant \$750,000 federal grant
13			
14	Total Other Sources of Revenues		\$1,075,536
15			
16	TOTAL REVENUES		\$1,824,459

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions 2.0)	158,000	
21	Fringe Benefits	44,673	
			Administrative service fee providing financial IT state accountability and facility support for the charter.
22	Purchased Services	192,446	
23	Supplies and Materials	4,000	
24	Equipment		
25	Other (Travel, Dues)	10,500	409,619
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 5.5)	218,969	
29	Fringe Benefits	61,912	
30	Purchased Services	5,040	
31	Supplies and Materials	136,061	
32	Equipment	274,000	
33	Other (Travel, Dues)	6,520	702,502

*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%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions 1.0)	37,211	
37	Fringe Benefits	10,521	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		47,732
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 0.5)	17,000	
69	Fringe Benefits	4,807	
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		\$21,807

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions 0.5)	17,000	
77	Fringe Benefits	4,807	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		21,807
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions___)		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions___)		
93	Fringe Benefits		
94	Purchased Services		
95	(include utilities)	223,000	
96	Supplies and Materials	6,000	
97	Equipment	3,060	
98	Other (Describe)		\$232,060
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	55,536	
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		\$55,536

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment	22,000	
122	Other (Describe)		22,000
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	5,000	
126	Fringe Benefits	1,414	\$6,414
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	131,700	
130	Please list upgrades:		
131			
132	Utilities (contract for one total year including facility upgrades)	30,600	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance		
135	Content Insurance	75,000	\$237,300
136			
137	Debt Expenditures:		\$0.00
138	Other Expenditures:		
139	(Security)		\$26,000
140			
141	TOTAL EXPENDITURES		1,782,777

Estimated Budget Worksheet, Year Two

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (102) x \$6,267.00 State Foundation Funding		
3			639,234
4	No. of Students (102) x \$42.38 Professional Development		4,323
5	No. of Students (102) x eligible rate (\$1,033)* NSLA Funding		105,366
6	Total State Charter School Aid		\$748,923
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	208,136	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			208,136
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		957,059
17			
	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
18			
19	Administration:		
20	Salaries: (No. of Positions 2.0)	78,000	
21	Fringe Benefits	22,054	
			Administrative service fee providing financial IT state accountability and facility support for the charter.
22	Purchased Services	105,706	
23	Supplies and Materials	2,000	
24	Equipment		
25	Other (Travel, Dues)	5,000	212,760
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 5.5)	218,969	
29	Fringe Benefits	61,912	
30	Purchased Services	5,040	
31	Supplies and Materials	18,000	
32	Equipment	2,000	
33	Other (Travel, Dues)	2,000	307,921

*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%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions 1.0)	37,211	
37	Fringe Benefits	10,521	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		\$47,732
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 0.5)	17,000	
69	Fringe Benefits	4,807	
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		\$21,807

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions 0.5)	17,000	
77	Fringe Benefits	4,807	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		21,807
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions___)		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions___)		
93	Fringe Benefits		
94	Purchased Services		
95	(include utilities)	23,000	
96	Supplies and Materials	6,000	
97	Equipment	3,060	
98	Other (Describe)		\$32,060
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	55,536	
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		\$55,536

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment	5,000	
122	Other (Describe)		5,000
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	1,000	
126	Fringe Benefits	283	1,283
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	131,700	
130	Please list upgrades:		
131			
132	Utilities (contract for one total year including facility upgrades)	28,800	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance		
135	Content Insurance	75,000	\$235,500
136			
137	Debt Expenditures:		\$0.00
138	Other Expenditures:		
139	(Security)		1,000
140			
141	TOTAL EXPENDITURES		\$942,405

ATTACHMENT 5 – SALARY SCHEDULES

As mentioned in Standard 21 - Waivers, Premier High School of Texarkana does not intend to compensate campus personnel based on salary schedules, but based on pre-determined salary ranges competitive with similar positions in the local district. Below is a proposed list of initial salary ranges for positions at Premier High School of Texarkana.

Position	Salary Range
Campus Director/Principal	\$40,564 - \$71,400
Teachers	\$28,490 - \$47,561
Teachers (Teaching Specialist)	Undetermined Stipend w/ salary
Special Education Teacher	\$28,490 - \$47,561
Administrative Assistant/Campus Secretary	\$10.60/hr. - \$17.50 hr.
School Nurse (Part-time)	\$15,000 - \$20,742
Media Specialist	\$15,000 - \$20,742
Instructional Aide	\$11.00/hr. - \$18.51 hr.
Curriculum Alignment Specialist	\$30,000 - \$50,000

ATTACHMENT 6 – EVIDENCE OF STATUS



Arkansas Secretary of State
Mark Martin

State Capitol Building • Little Rock, Arkansas 72201-1094 • 501.682.3409

CERTIFICATE OF GOOD STANDING

I, Mark Martin, Arkansas Secretary of State of the State of Arkansas, and as such, keeper of the records of domestic and foreign corporations, do hereby certify that the records of this office show

RESPONSIVE EDUCATION SOLUTIONS OF ARKANSAS

authorized to transact business in the State of Arkansas as a Non-Profit Corporation, filed Articles of Incorporation in this office August 30, 2011.

Our records reflect that said entity, having complied with all statutory requirements in the State of Arkansas, is qualified to transact business in this State.

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 30th day of August, 2011.

Mark Martin

Mark Martin
Arkansas Secretary of State

By:

Martha Nicholas
Martha Nicholas

Date of this notice: 08-30-2011

Employer Identification Number:
45-3121163

Form: SS-4

Number of this notice: CP 575 A

RESPONSIVE EDUCATION SOLUTIONS OF
ARKANSAS
425 W CAPITOL AVE STE 3200
LITTLE ROCK, AR 72201

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 45-3121163. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	10/31/2012
Form 940	01/31/2013

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

OMB No. 1545-0058
Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) Responsive Education Solutions of Arkansas		2 c/o Name (if applicable) George J. (Jay) Bequette
3 Mailing address (Number and street) (see instructions) 425 W. Capitol	Room/Suite 3200	4 Employer Identification Number (EIN) 45-3121163
City or town, state or country, and ZIP + 4 Little Rock, AR 72201		5 Month the annual accounting period ends (01 - 12) 06
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Chuck Cook		b Phone: (972) 318-3663 c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
9a Organization's website:		
b Organization's email: (optional)		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 08 / 30 / 2011		
12 Were you formed under the laws of a foreign country? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," state the country.		

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form 1023 (Rev. 6-2006)

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT** file this form unless you can check "Yes" on lines 1, 2, 3, or 4.

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☒ Yes ☐ No
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ Yes ☐ No
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ Yes ☐ No
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ Yes ☐ No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ Yes ☐ No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☒ Yes ☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT** file this application until you have amended your organizing document. Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Page 1, Article III ☒
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☒
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Page 3, Article V
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your past, present, and planned activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Marvin Reynolds	Director	2405 S.W. 80th St. Oklahoma City, OK 73159	None
Earl Little	Director	3314 Bluff View Garland, TX 75043	None
Ben Kligenstein	Director	3108 Sheryl Dr. Flower Mound, TX 75022	None
Dan Maddalena	Director	1983 Forest Hill Circle Lewisville, TX 75067	None
Chuck Cook	Director	1301 Waters Ridge Dr. Lewisville, TX 75057	None

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Responsive Education Solution	School Manager	P.O. Box 292730 Lewisville, Texas 75029	\$270,000

The following "Yes" or "No" questions relate to past, present, or planned relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☒ Yes ☐ No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☒ Yes ☐ No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☒ Yes ☐ No
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☒ Yes ☐ No
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☒ Yes ☐ No
- e Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☒ Yes ☐ No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☒ Yes ☐ No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☒ Yes ☐ No
The Conflict of Interest Policy was adopted along with the By-Laws
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 8a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☒ No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☒ No

- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases. ☐ Yes ☒ No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sale that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☒ No

- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☒ No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. See responses to questions 2 & 3 of this Part V. ☒ Yes ☐ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to past, present, and planned activities. (See Instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. See Part IV. ☒ Yes ☐ No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☒ No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☒ No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☒ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See Instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☒ No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☒ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to past, present, and planned activities. (See Instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. ☐ Yes ☒ No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☒ No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☒ No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☒ No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☒ No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☒ Yes ☐ No

- | | |
|---|--|
| <input type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input type="checkbox"/> email solicitations | <input type="checkbox"/> accept donations on your website |
| <input type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☒ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☒ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☒ Yes ☐ No

5 Are you affiliated with a governmental unit? If "Yes," explain. ☐ Yes ☒ No

6a Do you or will you engage in economic development? If "Yes," describe your program. ☐ Yes ☒ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☒ No

b Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. See Part I, item 8 and Part IV, items 2 and 3. ☒ Yes ☐ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☒ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☒ No

b Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No

Part VIII Your Specific Activities (Continued)

- 11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ Yes ☒ No
-
- 12a Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☒ No
- b Name the foreign countries and regions within the countries in which you operate.
- c Describe your operations in each country and region in which you operate.
- d Describe how your operations in each country and region further your exempt purposes.
-
- 13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☒ No
- b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No
- d Identify each recipient organization and any relationship between you and the recipient organization.
- e Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f Describe your selection process, including whether you do any of the following:
- (i) Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No
- (ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No
- g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☒ No
- b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No
- d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No
- e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No
- f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part VIII Your Specific Activities (Continued)

- 15** Do you have a close connection with any organizations? If "Yes," explain. See Part V, 2&3 ☒ Yes ☐ No
- 16** Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. ☐ Yes ☒ No
- 17** Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. ☐ Yes ☒ No
- 18** Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. ☐ Yes ☒ No
- 19** Do you or will you operate a school? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. ☒ Yes ☐ No
- 20** Is your main function to provide hospital or medical care? If "Yes," complete Schedule C. ☐ Yes ☒ No
- 21** Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," complete Schedule F. ☐ Yes ☒ No
- 22** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. ☐ Yes ☒ No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (e) through (c)
	(a) From <u>7/1/12</u> To <u>6/30/13</u>	(b) From <u>7/1/13</u> To <u>6/30/14</u>	(c) From <u> </u> To <u> </u>	(d) From <u> </u> To <u> </u>		
1 Gifts, grants, and contributions received (do not include unusual grants)	1,791,933	924,533				2,716,466
2 Membership fees received						
3 Gross investment income						
4 Net unrelated business income						
5 Taxes levied for your benefit						
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)						
7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	1,791,933	924,533				2,716,466
8 Total of lines 1 through 7						
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)						
10 Total of lines 8 and 9						
11 Net gain or loss on sale of capital assets (attach schedule and see instructions)						
12 Unusual grants						
13 Total Revenue Add lines 10 through 12	1,791,933	924,533				2,716,466
14 Fundraising expenses						
15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)						
16 Disbursements to or for the benefit of members (attach an itemized list)						
17 Compensation of officers, directors, and trustees	528,270	427,552				
18 Other salaries and wages						
19 Interest expense						
20 Occupancy (rent, utilities, etc.)	181,600	181,600				
21 Depreciation and depletion						
22 Professional fees						
23 Any expense not otherwise classified, such as program services (attach itemized list)	975,784	263,872				
24 Total Expenses Add lines 14 through 23	1,665,654	853,024				

Part IX Financial Data (Continued)**B. Balance Sheet (for your most recently completed tax year)**

		Year End:
		(Whole dollars)
Assets		
1	Cash	1
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16
Fund Balances or Net Assets		
17	Total fund balances or net assets	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. <input type="checkbox"/> Yes <input type="checkbox"/> No	

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. ☐ Yes ☒ No
If you are unsure, see the instructions.
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
- The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐
- b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B. ☒
- c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐
- d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status (Continued)

- e** 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f** 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g** 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h** 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i** A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

B If you checked box g, h, or i in question 5 above, you must request either an advance or a definitive ruling by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a** **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b** **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐
- (i)** (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. ☐
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐
- (ii)** (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box. ☐
- (b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐
- 7** Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☐ No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ Yes ☒ No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please
Sign
Here

(Signature of Officer, Director, Trustee, or other
authorized official)

(Type or print name of signer)

(Type or print title or authority of signer)

(Date)

Reminder: Send the completed Form 1023 Checklist with your filed-in-application.

Form 1023 (Rev. 6-2006)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B.

Section I Operational Information

- 1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☒ Yes ☐ No
- b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☒ Yes ☐ No
- 2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ Yes ☒ No
- b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☒ Yes ☐ No
- 3 In what public school district, county, and state are you located?
Texarkana, Miller County, Arkansas
- 4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ Yes ☒ No
- 5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☒ No
- 6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☒ No
- 7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ Yes ☒ No

Note. Make sure your answer is consistent with the information provided in Part VII, line 7a.

- 8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☒ Yes ☐ No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

- 1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☒ Yes ☐ No
- 2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ Yes ☒ No
- a If "Yes," attach a representative sample of each document.
- b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ☒
- 3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ Yes ☒ No
- 4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☒ No

Part I: Question 8

Yes. Should it be granted a charter to open and operate a high school, Responsive Education Solutions of Arkansas ("RES AR") intends to enter into a contract with Responsive Education Solutions ("ResponsiveEd") to provide comprehensive turnkey school management services (e.g., operations, finance, curriculum development, academics, human resources, facilities, etc.). The anticipated amount to be paid to ResponsiveEd for such services is 10%-12% of the school's per pupil funding. The mailing address for RES AR is 425 W. Capitol, Suite 3200, Little Rock, AR 72201.

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Part IV: Narrative Description of Activities

RES AR was incorporated for the purpose of applying to the AR State Board of Education for a charter to operate a high school. The application will be to operate a charter high school known as Premier High School of Texarkana ("PHS"). PHS will be located in Texarkana, Miller County, Arkansas. PHS will focus on dropout prevention and recovery. Its mission is to provide hope for students through an innovative, encouraging, individualized learning environment, where they are academically successful and develop into lifetime learners. PHS will expand the educational options currently available to those students who have dropped out of school or who are at risk of doing so. PHS will accomplish this goal by implementing a program that is uniquely tailored to unique learning styles and needs of such students (e.g., flexible schedules, individualized instruction, smaller classes, character education, use of technology, etc.), thus fulfilling one of the primary purposes of Arkansas charter schools.

RES AR will devote one hundred percent (100%) of its time to the exempt purpose of operating PHS. PHS will operate for the benefit of its students 180 days out of each calendar year in accordance with Arkansas law. PHS will be funded through state general tuition support, federal and local grants, and contributions.

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Part V 2a, b, c and 3a and b

The members of the initial Board of Directors of the Company are also all of the members of the Board of Directors of the Company's highest paid independent contractor, Responsive Education Solutions. These directors are Marvin Reynolds, Earl Little, Ben Klingenstein, Dan Maddalena and Chuck Cook. Mr. Cook is the CEO of Responsive Education Solutions. Responsive Education Solutions is a 501(c)(3) organization and will manage the daily operations of the Company.

See Part I, item 8.

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Part VI. Question 1a

RES AR will provide services to individuals; namely, RES AR will provide educational services to students as the sole purpose of the operation of Premium High School of Texarkana.

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Responses to Schedule B Questions

Schedule B, Section 1, Question 2b

The funds for operation of a charter school, should RES AR's application for a charter be granted, will be obtained consistent with the information outlined and provided in the Narrative Description of Your Activities provided in response to Part IV of this application. No agreement for funding exists at this time. An agreement will be executed if the AR State Board of Education grants RES AR's application for a charter to operate a school.

Schedule B, Section II, Question 1

A copy of the nondiscriminatory policy of RES AR can be found in Article I of the RES AR Bylaws . A copy of the Bylaws is included with this application.

Schedule B, Section II, Question 3

Notice of the nondiscriminatory policy of RES AR has not yet been published because the application of RES AR to operate a charter school has not yet been ruled upon by the AR State Board of Education. Therefore, RES AR is neither operating a school nor soliciting students to attend the school as of the filing of this application. Upon approval of the application to operate a charter school by the AR State Board of Education, the corporation will publish notice of its nondiscriminatory policy.

**Schedule B List of Incorporators, Founders,
Board Members, and Donors of Land or Buildings**

Incorporator:

Cal McCastlain
Dover Dixon Horne PLLC
425 W. Capitol, Suite 3700
Little Rock, AR 72201

Founders/Board Members:

Marvin Reynolds
2405 S.W. 80th St.
Oklahoma City, OK 73159

Earl Little
3314 Bluff View
Garland, TX 75043

Ben Klingenstein
3108 Sheryl Dr.
Flower Mound, TX 75022

Dan Maddalena
1383 Forest Hill circle
Lewisville, TX 75067

Chuck Cook
1301 Waters Ridge Dr.
Lewisville, TX 75057

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Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- ☒ Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- ☒ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- ☒ Employer Identification Number (EIN)
- ☒ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- ☒ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|---------------------|------------|---------------------|
| Schedule A | Yes ___ No <u>✓</u> | Schedule E | Yes ___ No <u>✓</u> |
| Schedule B | Yes <u>✓</u> No ___ | Schedule F | Yes ___ No <u>✓</u> |
| Schedule C | Yes ___ No <u>✓</u> | Schedule G | Yes ___ No <u>✓</u> |
| Schedule D | Yes ___ No <u>✓</u> | Schedule H | Yes ___ No <u>✓</u> |

- ☒ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 1, Article III
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 3, Article V
- ☒ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.
- ☒ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011



**ATTACHMENT 7 – PARENTAL AND COMMUNITY SUPPORT
(Texas Representatives for ResponsiveEd)**

State Board of Education

1701 North Congress Avenue
Austin, Texas 78701-1494
(512) 463-9007



Barbara Cargill
Chair
The Woodlands, District 8

Bob Craig
Vice Chair
Lubbock, District 15

Mary Helen Berlanga
Secretary
Corpus Christi, District 2

Lawrence A. Allen, Jr.
Fresno, District 4

David Bradley
Beaumont, District 7

George Clayton
Richardson, District 12

Marsha Farney, Ph.D.
Georgetown, District 10

Charlie Garza
El Paso, District 1

Patricia Hardy
Fort Worth, District 11

Mavis B. Knight
Dallas, District 13

Terri Leo
Spring, District 6

Gail Lowe
Lampasas, District 14

Ken Mercer
San Antonio, District 5

Thomas Ratliff
Mt. Pleasant, District 9

Michael Soto, Ph.D.
San Antonio, District 3



U.S. Department of Education
Office of Innovation and Improvement
Washington, D.C.

August 10, 2011

Gentlemen,

Please consider Responsive Education Solutions as a grant recipient for expansion of their Charter Schools. Responsive Education services a variety of students with their different education models.

I have worked to expand school choice and Charter School success in Texas since 1997 and Chuck Cook, CEO of Responsive Education and his staff have a solid program. They have a polished and professional atmosphere and are rapidly becoming one of our largest alternative public education systems in Texas.

Thank you for any exceptional consideration of their application and please contact me if anything else is needed.

Sincerely,

A handwritten signature in black ink, appearing to read "David Bradley".

David Bradley

CAPITOL:
P.O. Box 12068, Room 1E.3
Austin, Texas 78711
(512) 463-0108
(512) 463-7579 (Fax)
Dial 711 for Relay Calls

DISTRICT:
5000 Legacy Drive
Suite 494
Plano, Texas 75024
(972) 403-3404
(972) 403-3405 (Fax)



FLORENCE SHAPIRO
Texas State Senator
District 8

COMMITTEES:
Education, Chair
Finance
Administration
Transportation and
Homeland Security

President Pro Tempore
2005

August 3, 2011

Office of Innovation and Improvement
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

To whom it may concern:

I write this letter to support Responsive Education Solutions' (RES) application for the Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools. RES is one of the largest charter district in the state of Texas with campuses in metropolitan areas around the entire state.

RES provides needed options for the students of Texas who may need an educational setting focused on developing a personal strategy for the student's success. The strength of RES rests in providing educational opportunities in a multitude of settings. Not only do they operate campuses focused on elementary students through their Vista Academies but they also tackle the needs of at risk high school students through their Premier High Schools. They operate these campuses while excelling in the state's academic accountability ratings. RES has proven their success by replicating these quality schools around the state.

Chuck Cook, the CEO of Responsive Education Solutions, is to be lauded for his efforts to tackle the problems faced by students failed by our traditional public education system. Continuing this history of finding solutions that Texas sorely needs, RES has recently opened the Foundation School for Autism where hopefully they can provide guidance on innovative ways to educate these students.

RES has a track record of success and continues to seek innovative and effective solutions to ensure students receive the education they desperately need. As such, I recommend them for this grant to expand and replicate high quality charter schools.

Sincerely,

A handwritten signature in cursive script that reads "Florence Shapiro".

Florence Shapiro
Texas State Senator
Chair, Senate Education Committee

**ATTACHMENT 7 – PARENTAL AND COMMUNITY SUPPORT
(Arkansas Support)**



Premier High School of Texarkana

"I support the establishment of Premier High School in Texarkana, Arkansas."

Name	City of Residence	Phone Number	Signature
Paquita Keener	Texarkana, Tx	903-490-4085	Paquita Keener
Mark Grigsby	Tex, Ark	803-29-3225	Mark Grigsby
Beth J. Walber	Tex Ark	870-774-2457	Beth J. Walber
Jacquie Hill	Tex, Ark	903-276-4266	Jacquie Hill
Denise Chappell	Texarkana, Ar	903-490-8871	Denise Chappell
Kasey Kelley	Tex. Tx,	903-556-0888	Kasey Kelley
DAVID E. WEE	TEXARKANA, AR	870-773-0500	David E. Wee
Lloyd Douglas	TEXARKANA, AR	903-293-8422	Lloyd Douglas
Samuel Robinson	TEXARKANA, AR	870-772-7419	Samuel Robinson
L. A. Anderson	TEXARKANA, AR	870-772-7419	L. A. Anderson
Kirk Gladney	TEXARKANA, AR	703-490-6467	Kirk Gladney
Martin Stuckel	Texarkana, Ar.	870-772-0179	Martin Stuckel
Nicole Curren	Texarkana, Tx	903-792-5541	Nicole Curren
Jennifer Curren	Texarkana, Tx	903-792-5541	Jennifer Curren
Kim Williams	Texarkana, Ar	773-7118	Kim Williams
Nona Qualls	Texarkana, Ar	903-748-7334	Nona Qualls
Christa Richard	Texarkana, Ar	(903) 490-1166	Christa Richard
Cerine Tyler	Texarkana, AR	(903) 691-7866	Cerine Tyler
Mona Baker	Texarkana, TX	903-794-8810	Mona Baker
Dwayne Lowery	Texarkana, Ar	870-773-0576	Dwayne Lowery



Premier High School of Texarkana

"I support the establishment of Premier High School in Texarkana, Arkansas."

Name	City of Residence	Phone Number	Signature
PAT COATS	Texarkana, AR	501 733-1523	PAT COATS
Oliver C. Thompson Jr.	Texarkana, Tx	903-849-9025	Oliver C. Thompson Jr.
Jiffy Strickland	Texarkana, AR	(710) 648-9147	Jiffy Strickland
Vernette Cheatham	Texarkana, AR	(870) 648-6787	Vernette Cheatham
Tanesia Sanders	Texarkana, AR	(903) 224-5202	Tanesia Sanders
Barbara Sanders	Ashdown, AR	(903) 503-5851	Barbara Sanders
Elis in Washington	Texarkana, AR	903-691-8105	Elis in Washington
Bridget Stucky	Texarkana, AR	903-908-1211	Bridget Stucky
Dante Williams	Texarkana, AR	903-908-1211	Dante Williams
Alfred Wallace	Texarkana, AR	870-648-8159	Alfred Wallace
Glenn Holt	Tex AR	903-272-0365	Glenn Holt
Kyanna Strickland	Tex AR	(870) 774-0129	Kyanna Strickland
Retia Fulk	Tex AR	903-200-0358	Retia Fulk
Kelly Williams	Tex. ARK.	(870) 772-0791	Kelly Williams
Gerald Deloney	TEX, Tx	903-830-9795	Gerald Deloney
Liffany Griffin	Tex TX	903-272-9098	Liffany Griffin
Stephen Leslie	Texarkana	(903) 556-5204	Stephen Leslie
Nympha Forte	Texarkana	870-530-4321	Nympha Forte
Leesa Harrison	Texarkana	(903) 506-5956	Leesa Harrison
April Ross	Texarkana, TX	903-277-1028	April Ross

Brittany Johnson Texarkana TX 903-559-3763
 Quikima Walker Texarkana AR 903-550-1384
 Quinton Watson Texarkana, AR (903) 276-6702



Premier High School of Texarkana

"I support the establishment of Premier High School in Texarkana, Arkansas."

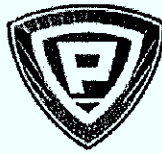
Name	City of Residence	Phone Number	Signature
Christine Martin	Texarkana, AR	870-772-0964	Christine Martin
Kesa Smith	Texarkana, AR	870-773-9493	Kesa Smith
April Alfred	Texarkana, TX	903-791-8670	April Alfred
Danniel Alfred	Texarkana, TX	903-791-8670	Danniel Alfred
JANNA JONES	TEXARKANA, AR	501-772-9928	JANNA JONES
Debra Debra	Texarkana, AR	870-330-9452	Debra
Jennings	Texarkana	870-772-4170	Jennings
Mary Young	Texarkana	870-772-9467	Mary Young
Amisk Clark	Texarkana	(902) 444-4783	Amisk Clark
Shirley Heat	Texarkana, TX	903-319-7644	Shirley Heat
MAURUS GALEWOOD	TEX, TX	903-826-4167	M. Galewood
KATHLEEN GALEWOOD	TEX, TX	403-826-4167	K. Galewood
J.B. Barrios	TEX, TX	903-733-4762	J.B. Barrios
Brandon Kelley	Texarkana, Ark	903-824-3655	Brandon Kelley
Mary Watson	TEX	903-306-5830	Mary Watson
Willa Shuck	Texarkana, AR	870-648-6644	Willa Shuck
DENNIS H. Epps	Texarkana, TX	903-748-5876	Dennis Epps
Denise Epps	Texarkana, TX	903-826-9366	Denise Epps
Margie Holsh	Texarkana, TX	903-314-2084	Margie Holsh
Steve Holsh	Texarkana, TX	903-244-0875	Steve Holsh
Thomas	TEXARKANA, AR	903-691-8252	Thomas
Shamille Hendrix	Texarkana, AR	870-648-2459	Shamille Hendrix



Premier High School of Texarkana

"I support the establishment of Premier High School in Texarkana, Arkansas."

Name	City of Residence	Phone Number	Signature
Charlette Norman	Texarkana	(903) 870-772-5397	Charlette Norman
Cliff Norman	Texarkana	870-772-5397	Cliff Norman
Wilola Casteel	Texarkana	870-774-0841	Wilola Casteel
Shonda Turrentine	Texarkana	870-773-1120	Shonda Turrentine
Brent Turrentine	Texarkana	870-773-1120	Brent Turrentine
Delois Morine	Texarkana	870-330-4654	Delois Morine
Johnnie Morine	Texarkana	870-330-4654	Johnnie Morine
Taylor Harris	Texarkana	870-773-6117	Taylor Harris
Angelnette Wilson	Texarkana	870-773-0378	Angelnette Wilson
Tonie Jones	Texarkana	903-949-4730	Tonie Jones
Kittrey Mullins	Texarkana	682-310-8223	K. Mullins
Freda Thomas	Texarkana	870-723-6193	Freda Thomas
Gladys Brown	Texarkana	870-773-2049	Gladys Brown
Shandrika Boyd	Texarkana	870-216-2294	Shandrika Boyd
Antonette Seagins	Texarkana	870-772-5914	Antonette Seagins
Kayce Waserport	Texarkana	903-244-7632	Kayce Waserport
Leatrice Miller	Texarkana	(870) 330-1975	Leatrice Miller
Renee Robinson	Texarkana	(870) 330-1433	Renee Robinson
Brandon Cheatum	Texarkana	(318) 470-5906	Brandon Cheatum
Mary Lopez	Texarkana	(903) 691-8872	Mary Lopez
Downie Potts	Arkansas	903-691-3699	Downie Potts
Todd Watson	Texarkana	(903) 244-8923	Todd Watson
Orland Watson	Texarkana	(903) 244-0084	Orland Watson
William P. White	Arkansas	(903) 276-6704	William P. White



Premier High School of Texarkana

Petition of Support

Please sign below if you support the opening of Premier High School of Texarkana.

Name	Address	Telephone	Email Address
MIKE KELLY	5810 SUMMERWOOD LANE TEXARKANA, ARK.	903 278 0818	mike@ LEGACYGROUPCOMMERCIAL.COM

ATTACHMENT 8 – STATEMENT OF ASSURANCES

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

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

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The 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 gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. 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 a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
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 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
13. 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.

14. 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. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state or federal funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Marvin Reynolds

Signature of

President of the Sponsoring Entity Board of Directors

Date: August 26, 2011

Marvin Reynolds

Print or type name

ATTACHMENT 9 – SAMPLE LEASE AGREEMENT

LEASE AGREEMENT

STATE OF ARKANSAS)
COUNTY OF MILLER) **KNOW ALL MEN BY THESE PRESENTS:**

DAVID J. POTTER II, d/b/a Landmark Development Company, hereinafter referred to as Landlord, and _____, hereinafter referred to as Tenant, have entered into the following covenant and agreement of Lease, to wit:

I. LEASED PREMISES

Landlord, in consideration of the rents and covenants hereinafter stated to be paid and performed by the Tenant, hereby demises and leases unto the Tenant and Tenant leases from Landlord those premises located in Texarkana, Miller County, Arkansas, Suite No. 300 located on the third floor, comprising approximately One Hundred Ninety Six square feet +/- plus the non-exclusive use of the reception area and waiting room space associated therewith and other common space on the third floor of the building known as the LANDMARK BUILDING, located at Broad Street and State Line Avenue, Texarkana, Miller County, Arkansas, and the legal description of said building being:

All of Lots Numbered Eleven (11), Twelve (12), and Thirteen (13) and Fourteen (14) in Block Numbered Seventy-Three (73) of the Original City of Texarkana, Miller County, Arkansas.

The premises are referred to in this Lease as "the premises" or "the leased premises".

The LANDMARK BUILDING is referred to as "the Building".

II. TERM OF LEASE

The primary term of this Lease shall be for a period of Three Year beginning on _____ and ending _____. Following the end of the initial term of the Lease, Lessor does hereby give and grant to Lessee up to two (2) additional terms of ONE (1) YEAR each on the same terms and conditions as set forth herein. The Lease and Lease extensions shall automatically renew until notice of termination shall be given by the Tenant in writing at least 30 days prior to expiration of the initial term of the Lease or any lease extensions thereafter.

All payments shall be payable on or before the first day of each month during the term of this lease or any extension thereof. There shall be no proration of rent for any unused portion of any monthly possession of the leased premises.

III. RENTAL

Tenant shall pay to the Landlord rental for each one (1) month period of this Lease for the leased premises the amount of:

Year 1	\$10,975
Option Years	
Year 2	\$10,975
Year 3	\$10,975

which shall include the following building use and amenities:

- A. The exclusive use of the named office in Suite Number 300 of the third floor, and all facilities located therein;
- B. All necessary use of communication wires and devices on the third floor

and basement;

- C. Access to hallways, elevators, and stairwells on the first and second floors;
- D. ____ parking spaces at the Landmark parking lot, at no additional charge;
- E. Common use of second floor break room, second floor conference room, second floor reception room, and second floor restrooms;
- F. Tenant shall have full use of existing NEC Telephone system;
- G. Computer cat-5 wiring to hub and server locations;
- H. Security system included - (monitoring available for addn. charge);
- I. Twenty-four hour building access by use of magnetic locking system;
- J. Custodial care one day each week and refuse collection at the alley entrance;
- K. Water, sewer, electric and gas utilities;
- L. Heating and air conditioning; and
- M. Light bulbs for building fixtures including service for replacement, repair or maintenance.

Tenant shall punctually pay the rentals to the Landlord at the Landmark Building, Suite 507, 210 North State Line in Texarkana, Arkansas 71854, on or before the first day of each month or at such other location as the landlord may, from time to time, designate. There shall be a grace period of five (5) days, after which there shall be a late fee due and payable, in the amount of five percent (5%) of the Lease payment then due.

Upon termination of the lease and/or occupancy by the Lessee, the premises

shall be cleaned and repaired restoring the leased premises to the same condition of the premises at the inception of this lease, ordinary wear and tear excepted, including the return of all keys. Keys shall be purchased by Tenant at a price of TEN DOLLARS (\$10.00) per key. Said keys and cards will be repurchased at the end of the lease for ZERO DOLLARS (\$0) each by the Landlord. A master list of all persons in possession of magnetic keys and other keys shall be maintained by the Tenant and a copy shall be delivered to the landlord. The list shall be kept current at all times. One parking permit will be issued for a deposit of \$0.00 per permit and will be refunded upon return of the parking permits in good condition capable of reuse.

IV. DEPOSIT

Tenant tenders herewith upon the execution of this Lease, a deposit of TEN THOUSAND NINE HUNDRED SEVENTY FIVE (\$10,975.00) receipt of which is hereby acknowledged. The deposit will be held by the Landlord as security for the faithful performance of all obligations under this lease. The deposit will be refunded within 30 days after termination of the lease and the fulfillment of all obligations of the Tenant including any repairs or maintenance required to restore the leased premises to the required state of repair. The Tenant's obligations are not limited to the deposit amount.

V. TIME OF ESSENCE

Time is of the essence for each provision of this Lease.

VI. COMMON AREA MAINTENANCE

Landlord shall maintain the elevators, lobby, stairs, loading facilities, sidewalks, freight elevator and all other common areas of the Building in good repair for the use of Tenant and other Tenants of the Building. The Landlord shall keep the lobby and

staircases of the Building properly lighted.

VII. COVENANT OF PEACEFUL POSSESSION

Landlord covenants that he has lawful and exclusive possession of the property herein leased and that, except as otherwise specifically provided herein, Tenant shall have the right to peaceful and uninterrupted possession of the leased premises throughout the primary term hereof and any extension thereof.

VIII. USE OF LEASED PREMISES

The premises herein leased are to be used for financial services and other professional services and related uses. Tenant covenants that they will not use the leased premises for any other purpose without the prior written consent Landlord.

IX. MAINTENANCE

Landlord shall, at his cost, maintain the leased premises and the common areas of the building in good condition including, but not limited to, the roof, plumbing and electrical systems. The heating, ventilating and air conditioning systems shall be properly serviced by Landlord in order to provide a comfortable working environment for employees of Tenant.

X. UTILITIES

Landlord shall provide the leased premises with electricity, gas, water and trash service to the extent of a three (3) yard dumpster picked up twice per week. Tenant agrees to set the thermostats to consume minimum utilities when the premises are not in use and turnoff lights when the premises are not in use.

XI. FIXTURES AND SURRENDER OF PREMISES

All furniture, equipment, security systems (including wiring installed by Tenant in connection with any security system), communication systems, fixtures, and other outfitting installed by Tenant in the leased premises are to remain the property of the Tenant and may be removed by the Tenant upon the expiration of this Lease provided all terms, conditions and covenants of this Lease have been complied with by Tenant; and the Tenant shall repair any damage caused by the removal of said furniture, equipment, security systems (including wiring), communication systems, fixtures and other outfitting. Otherwise, upon termination of this Lease for any valid reason, Tenant shall surrender possession of the leased premises in the same condition as existed at the inception of this lease, ordinary wear and tear excepted. Any repair to the leased premises shall restore the leased premises into the condition in which it was found at the inception of the occupancy and shall be completed by the Tenant, at the Tenant's sole cost, not later than the last day of the term of this Lease or any extension thereof. In the event that such repairs have not been so completed, Landlord shall have the prerogative and right, upon Tenants having quit its occupancy of the premises, to make such repairs; and, in that event, Tenant shall promptly (but in no event later than ten days after presentment of a statement of costs) reimburse Landlord for the actual and reasonable costs of any such necessary repairs.

XII. RESPONSIBILITY TO THIRD PARTIES

Tenant may carry at times during the term of this Lease general public liability insurance against claims for bodily injury, death or property damage occurring upon, in or about the leased premises, as Tenant desires for his own protection.

XIII. FIRE CLAUSE

Landlord shall, at his cost, during the continuance of this Lease, carry fire and extended coverage insurance on the Building up to the full insurable value of the Building and appurtenances, excluding furniture, equipment and fixtures placed thereon by Tenant. In the event the leased premises are damaged by fire, tornado or other cause, Landlord must, at his sole cost and risk, proceed immediately to rebuild or repair the premises to substantially the condition it was in before the damage. During the time the Tenant shall be unable to occupy any part of the leased premises as a consequence of such damage covered by Landlord's fire and extended coverage insurance, there shall be a diminution or abatement of rent in proportion to the amount of the leased premises which cannot be used for the purposes intended by this Lease.

Landlord shall submit within 10 days from the date the damage occurred, and notice thereof, any acceptable plan for completion of such repairs; and failing that, Tenant may terminate this lease by written notification to Landlord. On the notification, all rights and obligations under this lease will cease.

Any fire and extended coverage insurance carried upon the furniture, equipment and fixtures placed in the leased premises by Tenant shall be carried by the Tenant and Landlord shall have no responsibility therefor.

XIV. COMPLIANCE WITH ORDINANCES

Tenant agrees to comply with all statutes, ordinances and regulations of the Federal, State, County and City Governments in its occupancy of the leased premises.

XV. LANDLORD'S ACCESS

Landlord shall have access to the leased premises at all reasonable times for the purpose of maintenance and care of the premises. In the event of any emergency, Tenant will immediately permit Landlord to perform any acts related to the safety, protection and preservation of the leased premises.

XVI. SHOWING PREMISES TO PROSPECTIVE LESSEES

In order to facilitate Landlord's efforts to properly develop the building and to obtain Tenants to lease Suite No. 300 of the third floor after Tenant's departure therefrom, Tenant agrees that he will cooperate with the Landlord in allowing access to the Suite 300 of the third floor of the Building during the time of Tenant's occupancy thereof, at appropriate times during regular business hours; provided, however, that Landlord shall not bring any third party into Suite 300 of the third floor of the Building during Tenant's occupancy (except as otherwise required by law or other provisions contained in this Lease Agreement) without the express and particular agreement of the Tenant and, in no event shall the Landlord's taking access as provided herein interfere with Tenant's use of the leased premises or impinge upon Tenant's need for security and privacy. In the event that Landlord should desire to bring any third party upon the leased premises during Tenant's occupancy thereof, he shall, as a pre-condition thereof, upon request of Tenant, provide full identification and information regarding any such third party sufficient to enable Tenant to reasonably pass upon the suitability of

giving access to any such third party.

XVII. MECHANIC'S LIEN INDEMNITY

Tenant agrees to keep the leased premises free from any liens arising out of any work performed for, materials furnished to, or obligations incurred by Tenant and to indemnify and save Landlord harmless from and against any such liens. If any such liens shall, at any time, be filed against the leased premises or any part thereof as a consequence of an obligation incurred by Tenant, then Tenant shall cause the same to be discharged of record within twenty (20) days of the date of filing of such lien; provided, however, that Tenant shall have the right to contest the validity or amount of any such lien if such contest shall act to stay the enforcement of such lien against the leased premises.

XVIII. PARTIAL INVALIDITY

If any term, covenant, condition or provision of this Lease is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.

XIV. COVENANTS BINDING

The covenants, conditions and agreements contained in this Lease shall be binding upon Landlord and Tenant and their heirs, successors and assigns.

XX. NOTICES

All notice or notifications required or permitted under this Lease shall be given or exercised in writing and shall be deemed to have been properly served when received

via the United States mail, certified or the equivalent, postage prepaid, return receipt requested, and addressed to Landlord at 210 N. State Line Ave., Suite 507, Texarkana, Arkansas 71854 and addressed to Tenant at _____.

The person and the place to which notices are to be mailed may be changed by either party by notice to the other.

XXI. DEFAULT BY TENANT

In the event Tenant shall fail to pay any monthly rental within five (5) days from the date payment becomes due, then Landlord shall notify Tenant in writing, by certified mail, return receipt requested, of the default in making said payment and, if such default is not cured by Tenant within fifteen (15) days from the date said written notice is received by Tenant, Landlord shall have the right to immediately cancel this Lease or pursue any remedy or remedies which may be provided herein or which are available at law or in equity. A late charge of five percent (5%) shall be due and payable by the Tenant on any rental payment which is more than five (5) days late. In case of default by the Tenant in any of the covenants contained herein, including the rental covenant, the Landlord may enforce the performance of this Lease as follows:

- A. This Lease may be forfeited at Landlord's option and discretion if any such default continues for a period of thirty (30) days after receipt of the Landlord's notice to the Tenant of such default and his intention to declare the Lease forfeited, such notice to be sent to the Tenant by certified mail, return receipt requested, and unless the Tenant shall have completely removed or cured such default or is engaged in removing or curing such default prior to the expiration of said thirty (30) day period, this

Lease shall cease and come to an end as if it were the day originally fixed herein for the expiration of the term hereof. The Landlord, his agent or attorney, shall have the right, by judicial process, to reenter and remove the Tenant. Upon repossession of the premises by judicial process, the Landlord, his agent or attorney, may resume possession of the premises without prejudice to any remedies for arrears of rent or breach of contract, and relet the same for the remainder of the term of this Lease for the best rent the Landlord, his agent or attorney, may obtain, for the account of the Tenant, and the Tenant shall make good any deficiency; or

- B.** Landlord may take possession of the lease premises and collect from Tenant all damages sustained by reason of such breach; or
- C.** Landlord may pursue any remedy or remedies which may be available at law or in equity.

XXII. DEFAULT BY LANDLORD

If Landlord defaults in performing any term or covenant relating to maintenance of the building that Landlord must perform under this agreement, Tenant may, after not fewer than 48 hours' notice to Landlord, remedy the default by any necessary actions and, in connection with this remedy, may pay reasonable expenses and employ counsel. Thereafter, Landlord must, on demand, pay Tenant all sums expended or obligations incurred by Tenant in connection with remedying Landlord's default; or in the alternative, Tenant shall have the right to offset such amounts paid on behalf of Landlord against future rents due under this agreement. In the event Landlord defaults under any other obligations hereunder and fails to cure same with thirty (30) days of the

receipt of notice from Tenant, Tenant may terminate this Lease.

XXIII. TAXES

Landlord will pay all real property taxes and general and special assessments (hereinafter called real property taxes) which shall, during the term hereof, be levied, assessed, imposed or become due and payable in connection with the Building.

Tenant will pay all taxes, assessments and charges of every type and nature whatsoever which shall, during the term hereof, be levied, assessed, imposed or become due and payable in connection with any furniture, equipment or fixtures placed upon the leased premises by Tenant.

XXIV. ALTERATIONS

Tenant shall not make any major alterations or additions to the leased premises of a permanent nature without the prior written consent of the Landlord.

XXV. TERMINATION OF PRIOR AGREEMENTS

All prior lease agreements between Landlord and Tenant respecting the property covered herein are hereby terminated. This Agreement supercedes and takes the place of any such prior agreements and constitutes the entire agreement between the parties.

XXVI. CONSTRUCTION OF LEASE

Landlord and Tenant acknowledge that this instrument is the result of negotiations between the parties in which both contributed to the drafting thereof and shall not be construed against either of them.

XXVII. AMENDMENT

No amendment, modification, or alteration of the terms of this Lease is binding

unless in writing, dated subsequent to the date of this Lease and duly executed by the parties.

XXVIII. RIGHTS AND REMEDIES CUMULATIVE, ETC.

The rights and remedies provided by this Lease are cumulative and either party's using any right or remedy will not preclude or waive its right to use any other remedy. These rights and remedies are in addition to any other rights the parties may have by law, statute, ordinance or otherwise.

Any consent or approval to be provided by either party under this Lease shall not be unreasonably withheld or delayed.

XXIX. ATTORNEYS' FEES AND COSTS

If, as a result of either party's breach of this Lease, the other party employs an attorney or attorneys to enforce its rights under this Lease, the breaching or defaulting party will pay the other party the reasonable attorneys' fees and costs actually incurred to enforce this Lease .

DATED this ____ day of _____, 2011.

LANDMARK DEVELOPMENT CO.

BY:

DAVID J. POTTER II, Landlord

BY:

_____, Tenant

Application Cycle 2011

ADE Evaluation

Premier High School of Texarkana



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board
Of Education

Dr. Naccaman Williams
Springdale
Chair

Dr. Ben Mays
Clinton
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

September 15, 2011

Charles Cook
1301 Waters Ridge Dr.
Lewisville, TX 75057

Dear Applicant:

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per 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., Thursday September 29, 2011.

Responses should be sent to the following address:

Dr. Mary Ann Duncan
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

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

Thank you,

A handwritten signature in cursive script that reads "Mary Ann Duncan, Ed.D.".

Mary Ann Duncan, Ed.D
Charter Schools, Program Director

MAD/jf

Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org

An Equal Opportunity
Employer

**2011-2012
Public Charter School
Application Evaluation Report**

Premier High School of Texarkana



**Provided by:
Arkansas Department of Education
Charter School Office**



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: Premier High School of Texarkana

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

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
The Applicant filed a letter of intent with the ADE on time and included all necessary information.	
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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide additional information regarding the results of the public hearing.	Pg. 6

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
The application meets the evaluation criteria.	Pg. 7-12
Concerns and Additional Questions	Reference
The Applicant indicated it will contract with ResponsiveEd for "back office support services". Please note that under current rules, any contract or financial obligation with a term of more than 365 days must receive prior approval from the Commissioner of Education.	

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement 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 manageable and measurable.

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

Strengths	Reference
The mission statement is both manageable and measurable.	Pg. 12-13
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.

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 meets the evaluation criteria.	Pg. 13-15
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 checked="" type="checkbox"/>

Strengths	Reference
The application meets evaluation criteria.	Pg. 15-25
Concerns and Additional Questions	Reference
For clarification, a waiver of the 38 units of study has yet to be requested; therefore compliance with Standard 14.03, which requires each course to meet a minimum of 120 clock hours, must be followed.	

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
 - Mathematic Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

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

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide clarification regarding how established goals are related to Reading, Reading Comprehension, Mathematics, and Mathematics Reasoning.	Pg. 25-28

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 and Common Core Standards.

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.
- Evidence that the Applicant is prepared to transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.

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

Strengths	Reference
The application meets the evaluation criteria.	Pg. 28
Concerns and Additional Questions	Reference

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

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

Strengths	Reference
The application meets evaluation criteria.	Pg. 29
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 evaluation criteria.	Pg. 29
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 evaluation criteria.	Pg. 11
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

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

Strengths	Reference
Concerns and Additional Questions	Reference
Clarification is needed regarding the number of teacher positions in relation to the number of students the charter school is seeking approval.	Pg. 42
Clarification is needed regarding how the charter school plans to meet class size ratios as well as how they plan to meet the 38 units of credit with the four teachers identified in the application.	Pg. 30-42
As the Applicant currently has not requested waiver of the statutes and rules requiring licensure of superintendents, the superintendent must be properly licensed. The statute and rule requiring licensure are Ark. Code Ann. § 6-13-109 ("School superintendent") and Standard 15.01 of the Standards for Accreditation.	Pg. 30-42

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 two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation, and does not rely on one-time grants or other funds that are not presently guaranteed.

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

Strengths	Reference
Business Manager will be contracted through ResponsiveEd of Texas.	Pg. 43
Budget will be developed and approved by the Board prior to implementation.	Pg. 43
Financial Statements (budget vs. actual) presented to board monthly.	Pg. 43
The application contains a copy of the proposed salary schedule.	Attachment 5
Concerns and Additional Questions	Reference
The Applicant states that financial staff as well as the Superintendent will be contracted through ResponsiveEd of Texas, but does not include requisite qualifications for the personnel as required in Standard 13.	Pg. 43
The Business Manager must meet the qualifications set forth in the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts, unless	Pg. 43

those Rules and Ark. Code Ann. §6-15-2302 are waived by the State Board.

It appears that the Applicant did not budget for two Curriculum Alignment Specialist positions, as mentioned on page 28. Applicant should clarify.

Applicant does not reference a bid process in procurement process described. Please clarify.

The Applicant has included revenue in the budget that may not be guaranteed. For clarification please provide a copy of the proposed budget excluding grant revenue.

Applicant should clarify variance in Purchased Services under Maintenance and Operation between year 1 and year 2 as well as Other expenditures for security.

Pg. 28, 44

Line 10 and 12 of budget,
Attachment 4

Pg. 76

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. If the Application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit

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 Thomas & Thomas, LLP.	Pg. 45
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 participate in APSCN and 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
Application states that the charter school will participate in APSCN.	Pg. 45
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

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

Strengths	Reference
Concerns and Additional Questions	Reference
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. .

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. Any modifications to the Lease Agreement submitted with the application must be submitted to ADE for prior approval, pursuant to Ark. Code Ann. § 6-23-401(a)(5).

Facilities Review Report

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and detail how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and detail how conflicts will be addressed.

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 evaluation criteria.	Pg. 46-47
Concerns and Additional Questions	Reference

STANDARD 18 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, unless a waiver is being sought:

- 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Guidance Program: Application mentions contingency plan should a counselor be needed.	Pg. 47

Concerns and Additional Questions	Reference
<p>Special Education: Application uses terminology that is specific to Texas state law.</p> <p>Alternative Learning Environment: The Applicant should clarify whether it intends to offer students an Alternative Learning Environment (ALE) as required by Ark. Code Ann. § 6-48-101 <i>et seq.</i> and Section 4.00 of ADE Rules Governing Student Special Needs Funding.</p>	<p>Pg. 48-52</p> <p>Pg. 52</p>

STANDARD 19 OF APPLICATION: FOOD 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.
- A management plan that reflects a clear understanding of federal law and requirements if the proposed charter school intends to participate in the National School Lunch program.

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 evaluation criteria.	Pg. 52-53
Concerns and Additional Questions	Reference

STANDARD 20 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 checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	Pg. 53
Concerns and Additional Questions	Reference

STANDARD 21 OF APPLICATION: WAIVERS

The Waivers section should describe any waiver from local or state law which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A justification of each and every waiver request; and
- A justification of how the waiver requests relate to the school's educational program.

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

Legal Comments	Reference
<p>1. Pursuant to Ark. Code Ann. § 6-23-303(6), the sponsor must establish its status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of operation with students.</p> <p>2. Requested waivers:</p> <p>a. Ark. Code Ann. § 6-10-106 ("Uniform dates for beginning and end of school year"). This waiver is not necessary to accommodate the Applicant's planned adherence to the Texarkana School District school calendar. The Applicant should clarify why waiver is necessary.</p> <p>b. Ark. Code Ann. § 6-15-902(a) ("Grading scale – Exemptions – Special education classes"): The past practice of the State Board has been to grant this waiver only as to non-core (i.e., elective) courses when the request is made in a new charter school application. The State Board has in the past granted waiver as to core courses only after a charter school has established itself and demonstrated a substantial need for the waiver. In addition, waiver may be granted only to the extent that the proposed grading scale is more rigorous than the scale provided by statute. Finally, to effectuate this waiver, the Applicant must also request waiver of ADE Rules Governing Uniform Grading Scales.</p> <p>c. Ark. Code Ann. § 6-15-1004 ("Qualified teachers in every public school classroom"), 6-17-309 ("Certification to teach grade or subject matter –</p>	

Exceptions - Waiver"), 6-17-401 *et seq.* ("Teacher license requirement"), 6-17-902 ("Definitions"), & 6-17-919 ("Warrants void without valid certificate and contract"):

- To effectuate this waiver, the Applicant must also request waiver of Standard 15.03 of the Standards for Accreditation, ADE Rules Governing Waivers for Substitute Teachers, and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher. If no waiver is sought of these rules, the Applicant's teachers may be required to be licensed.
- The ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background and central registry checks required by law.
- Waiver of Ark. Code Ann. § 6-17-401 *et seq.* shall not be construed as a waiver of the Code of Ethics for Arkansas Educators.

3. Waivers not requested:

- a. Ark. Code Ann. § 6-16-102 ("School day"). To effectuate this waiver and allow the school to define a four-hour day as a full school day for some students, the Applicant must also request waiver of Standards 10.01.4 and 14.03 of the Standards for Accreditation. In addition, if the Applicant wishes to grant credit for courses

<p>requiring less than 120 hours of student seat time, the Applicant must request waiver of Standard 14.03.</p> <p>b. Ark. Code Ann. § 6-18-1001 <i>et seq.</i> ("Public School Student Services Act"). To effectuate this waiver, the Applicant must also request waiver of Standard 16.01 of the Standards for Accreditation and ADE Rules Governing Public School Student Services.</p> <p>c. Ark. Code Ann. § 6-42-101 <i>et seq.</i> ("Gifted and Talented Children"). To effectuate this waiver, the Applicant must also request waiver of Ark. Code Ann. § 6-20-2208(c)(6) ("Monitoring of expenditures"), Standard 18.0 of the Standards for Accreditation, and ADE Rules Governing Gifted and Talented Program Approval Standards. Without these waivers, the school will be required to meet expenditure requirements for gifted and talented programs, and will be required to operate a gifted and talented program in compliance with law.</p>	
Concerns and Additional Questions	Reference

STANDARD 22 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.

Legal Comments	Reference
Applicant responded within the context of this standard. A complete desegregation analysis will be presented to the State Board of Education.	
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:

Application Cycle 2011

Response to Evaluation

Premier High School of Texarkana

Application Cycle 2011

Additional Documents Received by ADE

Premier High School of Texarkana



October 6, 2011

Arkansas Department of Education
Public Charter Schools
Four Capitol Mall
Room 304-B
Little Rock, AR 72201

Dear Dr. Mary Ann Duncan:

Upon submission of our Responses to Application Evaluation by Department of Education Charter Division on September 29th, 2011, our finance team found a few errors related to the budget included in the document. We apologize for the oversight. Please accept the attached budget, which has been revised.

Sincerely,

Casey Morgan
Executive Assistant to CEO, Chuck Cook
Responsive Education Solutions

RECEIVED
OCT 06 2011

CHARTER SCHOOL OFFICE

PO Box 292730
Lewisville, TX 75029
Phone 972.316.3663
Fax 972.315.9506



www.ResponsiveEd.com
www.PremierHighSchools.com
www.iSchoolHigh.com
www.QuestMiddleSchools.com
www.Vista-Academies.com



Premier High School of Texarkana

RESPONSIVEED

RESPONSIVE TO THE COMMUNITY
EDUCATING THE INDIVIDUAL

ATTACHMENT 4 – BUDGET

Estimated Budget Worksheet, Year One (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	StatePublicCharterSchool Aid:		
2	No. of Students (102) x \$6,267 State Foundation Funding		
3			639,234
4	No. of Students (102) x \$42.38 Professional Development		4,323
5	No. of Students (102) x eligible rate (1,033)* NSLA Funding		105,366
6	TotalStateCharterSchool Aid		\$748,923
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	75,536	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)	\$142,000	
13			
14	Total Other Sources of Revenues		\$217,536
15			
16	TOTAL REVENUES		\$966,459
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions 2.0)	152,000	
21	Fringe Benefits	42,560	
22	Purchased Services	41,224	
23	Supplies and Materials	2,500	
24	Equipment		
25	Other (Travel, Dues)	6,000	244,284
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 6.0)	189,437	
29	Fringe Benefits	53,043	
30	Purchased Services	5,040	
31	Supplies and Materials	21,000	
32	Equipment	20,000	
33	Other (Travel, Dues)	2,000	290,520

Provided by ResponsiveEd of Texas to hire curriculum alignment specialists.

Administrative service fee providing financial, IT, state accountability and facility support for the charter.

*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%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions 1.0)	32,000	
37	Fringe Benefits	8,960	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		40,960
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 0.5)	16,000	
69	Fringe Benefits	4,480	
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		\$20,480

74

(Budget Continued)

75

Media Services:

76

Salaries: (No. of Positions 0.5)

16,000

77

Fringe Benefits

4,480

78

Purchased Services

79

Supplies and Materials

80

Equipment

81

Other (Describe)

20,480

82

83

Fiscal Services:

84

Salaries: (No. of Positions___)

85

Fringe Benefits

86

Purchased Services

87

Supplies and Materials

88

Equipment

89

Other (Describe)

90

91

Maintenance and Operation:

92

Salaries: (No. of Positions___)

93

Fringe Benefits

94

Purchased Services

95

(include utilities)

23,000

96

Supplies and Materials

6,000

97

Equipment

3,060

98

Other (Describe)

\$32,060

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

55,536

112

Supplies and Materials

113

Equipment

114

Other (Describe)

\$55,536

115

(Budget Continued)

116 Data Processing:

117 Salaries: (No. of Positions____)

118 Fringe Benefits

119 Purchased Services

120 Supplies and Materials

121 Equipment

22,000

122 Other (Describe)

22,000

123

124 Substitute Personnel:

125 Salaries: (No. of Positions____)

1,000

126 Fringe Benefits

280

\$1,280

127

128 Facilities:

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

131,700

130 Please list upgrades:

131

132 Utilities (contract for one total year
including facility upgrades)

30,600

133 Insurance (contract for one total year
including facility upgrades):

134 Property Insurance

135 Content Insurance

75,000

\$237,300

136

137 Debt Expenditures:

\$0.00

138 Other Expenditures:

139 (Security)

\$1,000

140

141 TOTAL EXPENDITURES

965,900

Estimated Budget Worksheet, Year Two

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	StatePublicCharterSchool Aid:		
2	No. of Students (102) x \$ <u>6,267.00</u> State Foundation Funding		
3			639,234
4	No. of Students (102) x \$ <u>42.38</u> Professional Development		4,323
5	No. of Students (102) x eligible rate (\$1,033)* NSLA Funding		105,366
6	TotalStateCharterSchool Aid		\$748,923
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	208,136	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$208,136
15			
16	TOTAL REVENUES		957,059
17			
	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions 2.0)	72,000	
21	Fringe Benefits	20,160	
22	Purchased Services	105,706	
23	Supplies and Materials	2,500	
24	Equipment		
25	Other (Travel, Dues)	6,000	206,366
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 6.0)	189,437	
29	Fringe Benefits	53,043	
30	Purchased Services	5,040	
31	Supplies and Materials	18,000	
32	Equipment	2,000	
33	Other (Travel, Dues)	2,000	269,520

Administrative service fee
providing financial IT state
accountability and facility
support for the charter.

*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%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions 1.0)	32,000	
37	Fringe Benefits	8,960	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		\$40,960
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 0.5)	16,000	
69	Fringe Benefits	4,480	
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		\$20,480

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions 0.5)	16,000	
77	Fringe Benefits	4,480	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		20,480
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions___)		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions___)		
93	Fringe Benefits		
94	Purchased Services		
95	(include utilities)	23,000	
96	Supplies and Materials	6,000	
97	Equipment	3,060	
98	Other (Describe)		\$32,060
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	55,536	
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		\$55,536

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)	_____	
118	Fringe Benefits	_____	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	5,000	
122	Other (Describe)	_____	5,000
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	1,000	
126	Fringe Benefits	280	1,280
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)	131,700	
130	Please list upgrades:	_____	
131		_____	
	Utilities (contract for one total year		
132	including facility upgrades)	28,800	
	Insurance (contract for one total year		
133	including facility upgrades):		
134	Property Insurance	_____	
135	Content Insurance	75,000	\$235,500
136			
137	Debt Expenditures:	_____	\$0.00
138	Other Expenditures:		
139	(Security)	_____	1,000
140			
141	TOTAL EXPENDITURES		\$888,182



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School Premier High School of Texarkana Date (Revised) 10/25/2011
Address 210 North State Line Ave. Texarkana, AR Phone _____
Director Charles Cook E-Mail _____
School Contact (Name/Position) _____ Phone _____
Facility is: X 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. None
2. _____
3. _____

Specific Building Information

1. Building Name and LEA # _____ 2. Grade Configuration _____

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

5. Items Checked:

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

6. Building Comments: All components of the facility will have to be brought up to code for
educational facilities in accordance with the State Fire Code and state and federal ADA
requirements.

7. Custodial (include equipment and storage):

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

Custodial Comments: _____

Summary of the General Condition of the Facility:

Action Items (Follow-up required):

1. Owner must receive a Certificate of Occupancy from the proper authority prior to occupancy.

2. _____

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: Assistant Director

School Representative: _____ Position: _____

Comments: _____

Distribution: Charter School Office DPSAFT Project File



ARKANSAS DEPARTMENT OF EDUCATION

October 26, 2011

Dr. Tom W. Kimbrell
Commissioner

Mr. Charles Cook
ResponsiveEd
1301 Waters Ridge Drive
Lewisville, Texas 75057

State Board
of Education

Dr. Ben Mays
Clinton
Chair

Jim Cooper
Melbourne
Vice Chair

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

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Crossett

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Fayetteville

Vicki Saviers
Little Rock

Re: Premier High School of Texarkana Public Charter School Application

Dear Mr. Cook:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 18, 2011. Enclosed for your review, you will find the following:

- ADE Internal Review Results, September 8-9, 2011
- ADE Charter Review Council Review Results, October 5, 2011

Based upon the information currently available, the Charter Review Council can support your application for an open-enrollment public charter school. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board.

The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council. On November 15, 2011, the State Board will conduct a complete, full and independent review of your charter application to determine whether it should be approved.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

cc (w/encls): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator

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

**Premier High School of Texarkana
Texarkana, Arkansas
September 8 & 9 ADE Internal Review Results**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Standard 1: Pre Application Materials			X
Standard 2: Public Hearing Results		X	
Standard 3: Governing Structure			X
Standard 4: Mission Statement			X
Standard 5: Educational Need			X
Standard 6: Educational Program			X
Standard 7: Academic Achievement Goals		X	
Standard 8:Curriculum Development and Alignment			X
Standard 9: Geographical Area Served			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria and Procedures			X
Standard 12: Staffing Plan		X	
Standard 13: Business and Budget Plan		X	
Standard 14:Financial and Programmatic Audit Plan			X
Standard 15: APSCN Assurances			X
Standard 16: Facilities			X
Standard 17: Conflicts of Interest			X
Standard 18: Student Services		X	
Standard 19 Food Services			X
Standard 20: Parental Involvement			X
Standard 21: Waivers			X
Standard 22:Desegregation Assurances			
Totals:		5	16

Premier High School of Texarkana Texarkana, Arkansas As of October 5th Charter Review Council Meeting			
	Does not meet Standard	Partially Meets Standard	Meets Standard
Standard 1: Pre Application Materials			X
Standard 2: Public Hearing Results			X
Standard 3: Governing Structure			X
Standard 4: Mission Statement			X
Standard 5: Educational Need			X
Standard 6: Educational Program			X
Standard 7: Academic Achievement Goals			X
Standard 8:Curriculum Development and Alignment			X
Standard 9: Geographical Area Served			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria and Procedures			X
Standard 12: Staffing Plan			X
Standard 13: Business and Budget Plan*			X
Standard 14:Financial and Programmatic Audit Plan			X
Standard 15: APSCN Assurances			X
Standard 16: Facilities			X
Standard 17: Conflicts of Interest			X
Standard 18: Student Services			X
Standard 19 Food Services			X
Standard 20: Parental Involvement			X
Standard 21: Waivers			X
Standard 22:Desegregation Assurances			
Totals:		1	20

*Please see attached revised budget provided by applicant that was submitted October 6, 2011.

Application Cycle 2011

ADE Hearing Letter

Diploma School of Jonesboro



ARKANSAS DEPARTMENT OF EDUCATION

October 18, 2011

Dr. Tom W. Kimbrell
Commissioner

Ms. Sally Wilson
OCBA, Inc.
851 W. Semmes
Osceola, Arkansas 72370

Dr. Kim Wilbanks, Superintendent
Jonesboro School District
2506 Southwest Square
Jonesboro, Arkansas 72401

State Board
of Education

Dr. Ben Mays
Clinton
Chair

**Re: Notice of State Board Hearing
Diploma School of Jonesboro Public Charter School Application**

Jim Cooper
Melbourne
Vice Chair

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Dear Charter Applicant and Affected School District:

The State Board of Education will consider the above-referenced open-enrollment public charter school application at its regularly scheduled meeting on **Tuesday, November 15, 2011**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. § 6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools. Enclosed you will find the hearing procedures to be used by the State Board of Education.

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in my office **no later than 2:00 p.m. on October 26, 2011**. A hard copy may be faxed to my office at (501) 682-4249, or an electronic copy may be e-mailed to mark.white@arkansas.gov.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosure

cc (w/encl): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator
Mr. Kevin McGaughey, Superintendent, Brookland School District
Mr. James Dunivan, Superintendent, Nettleton School District
Dr. Radius Baker, Superintendent, Valley View School District
Dr. Bryan Duffie, Superintendent, Westside Consolidated School District

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

OPEN ENROLLMENT PUBLIC CHARTER SCHOOL
STATE BOARD HEARING PROCEDURES

Source: Section 9.00 of the ADE Rules Governing Public Charter Schools

- 1) All persons, with the exception of attorneys, who plan to provide testimony must be sworn in by the court reporter.
- 2) The charter applicant shall have fifteen (15) 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 necessary.
- 3) The local school board and boards of districts likely to be affected by the proposed public charter school shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 4) The charter applicant shall then have five (5) minutes to respond to the arguments of the local school board and boards of districts likely to be affected by the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 5) 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.
- 6) The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.
- 7) The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 8) During the roll call vote on each charter application, if a particular board member votes against the application, it is necessary for that member to state his or her reasons for disapproval. This is necessary to comply with Ark. Code Ann. § 6-23-305. That law requires the State Board to notify the applicant in writing for reasons for disapproval.

Application Cycle 2011

Appeal Letter

Diploma School of Jonesboro

Application Cycle 2011

Denial Letter(s)

Diploma School of Jonesboro

Application Cycle 2011

Letter of Intent

Diploma School of Jonesboro

Subject: LETTER OF INTENT for An Open-enrollment Public Charter School

Submitted via certified mail to:
Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

RECEIVED
JUN 30 2011

June 23, 2011

CHARTER SCHOOL OFFICE

Dear Dr. Duncan,
Please accept this letter of intent for an open-enrollment public charter school.
Thank you,


Sally Wilson, OCBA, Inc.

1. 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: OCBA, Inc (Osceola, Communication, Business and Arts, Inc.). This 501(c)(3) was incorporated in 2007 and the IRS determination's TIN is 26-1309516.
2. Contact person: Sally Wilson, 851 W. Semmes, Osceola, AR 72370
Daytime telephone number 870-822-0574
FAX number 870-563-5582
e-mail address ocbainc@yahoo.com
3. Give a description of the eligible entity which will be proposing the charter; OCBA, Inc is a non-profit organization dedicated to educating Arkansas residents
4. Give the name of the proposed open-enrollment public charter school; Diploma School of Jonesboro
5. Describe the location of the proposed open-enrollment public charter school; In Jonesboro in the Jonesboro Public School district
6. Identify the grade levels of students to be served by the open-enrollment public charter school; 11 and 12
7. Provide proposed student enrollment cap for the school; 300 students
8. Provide a one-paragraph description of the purpose or special emphasis of the proposed school. The Diploma School is designed to serve 11th and 12th grade students, who are not on track to graduate from high school within four years or who have already dropped out of high school. The Diploma School is a research-based school with a proven record of successful targeted intervention. The school model is non-traditional because most classes convene in the evenings between 3:00 and 10:00. And the school's year-round calendar would have seven "semesters" condensed into six-week long blocked sessions. This scheduling format allows students to complete as many as 3 half-unit classes in just six weeks. This approach would allow students transferring to our school the opportunity to fill the gaps in their high school transcripts and earn a full Arkansas high school diploma in a shorter time than the traditional high school schedule would allow.

A copy of the letter of intent is being sent via certified mail to the superintendent of the public school district.

Application Cycle 2011

Application

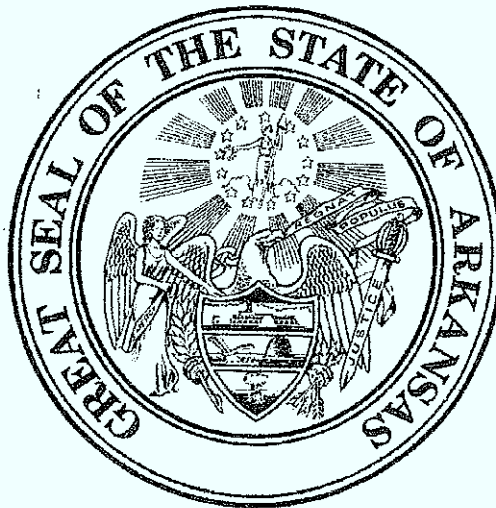
Diploma School of Jonesboro



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31



RECEIVED
AUG 31 2011
CHARTER SCHOOL OFFICE

Charter School: Diploma School of Jonesboro

Date Submitted: August 31, 2011

Date Approved: _____

**Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313**

STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: The Diploma School of Jonesboro
Grade Level(s) for the School: Student Enrollment cap: 300 11th & 12th grades
Name of Sponsoring Entity: Osceola Communication, Business and Arts 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. OCBA, Inc.'s Determination Letter is attached

Name of Contact Person: Sally Wilson
Address (no P.O. Box please): City: ZIP: 815 W. Semmes, Osceola, AR 72370
Daytime Phone Number: 870-822-0574 FAX: 870-563-5582
E-mail: diploma.school@yahoo.com

Charter Site Address: 1901 Woodsprings City: Jonesboro ZIP: 72401

Date of Proposed Opening: August 2012

Chief Operating Officer of Proposed Charter: Sally Wilson Title: Vice President
Address: 851 W. Semmes City: Osceola, AR ZIP Code: 72370
Daytime Telephone Number: 870-822-0574

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

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name: <u>Beau Butler</u>	Position: <u>Board President</u>	State of Residence: <u>AR</u>
Name: <u>Sally Wilson</u>	Position: <u>Board Vice-President</u>	State of Residence: <u>AR</u>
Name: <u>Miller Wilson</u>	Position: <u>Board Treasurer</u>	State of Residence: <u>AR</u>
Name: <u>BJ Bowles</u>	Position: <u>Board Secretary</u>	State of Residence: <u>AR</u>

List the current K-12 student enrollment of the district where the proposed public charter school will be located. 5355 (Total District Enrollment)

<http://adedata.arkansas.gov/statewide/Districts/Enrollment.aspx?year=21&search=jonesboro&pagesize=100>

List the school districts from which students are expected to come (use additional sheets as necessary). Jonesboro Nettleton Brookland ValleyView Westside

B. GENERAL DESCRIPTION

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

The principal purpose of the Diploma School is to improve the graduation rate in the area. We have a research-based design with a proven record of successful targeted intervention. Diploma School information is detailed on our website, www.diplomaschool.org. The Diploma School mission is to graduate 100% of our students using the U. S Department of Education's adjusted cohort rate.

In this community, the new Diploma School would be an independent and accredited open-enrollment public charter school serving 11th and 12th grade students, who are not on track to graduate from high school within four years or who have already dropped out of high school. We have found that the term "dropout" embarrasses and discourages these young people so we refer to them as "targeted students". This model has taken the best practices from the OCABS Charter School. Along with these best practices, we have applied measures and controls to ensure that the school and its future leaders stay focused and committed to serving the targeted youth and the intent of this charter.

The school model is non-traditional because the classes convene primarily in the evenings and on Saturdays. And the school's forty-week, year-round calendar has seven "semesters" condensed into six-week long or four-week long blocked sessions. This scheduling format allows students to earn as many as 3 half-unit classes in just six weeks or 2 half-unit classes in just four weeks. Please refer to the sample bell schedule and the sample calendar in the Attachments. This schedule and calendar also allows students re-entering high school or students transferring from a traditional district the opportunity to efficiently fill the gaps in their high school transcript while mastering the course contents and earning a full Arkansas high school diploma in a shortened time. Our model school will work closely with area secondary career and technical schools, training centers and colleges to offer skills training, concurrent credit college and technical classes to our students. And we will work with organizations and businesses, such as local employers, Youth Apprenticeship, Arkansas Career Education-ACE to get work and internships for our students while they are enrolled in our school.

Our model will use technology rich methods to deliver the course content such as blended digital learning or the "flipped classroom" method. In a flipped classroom, the course lectures are videotaped. Students watch the videos in labs with a facilitator. Each video segment is aligned with specific Arkansas framework strands or Common Core clusters. The classroom time with the teacher is used for discussion of the video content, on inquiry-based learning, and solving "homework" questions and problems. This method ensures that all frameworks have been presented to the students and the content has been taught in the most effective manner using best practices.

Our OCABS school record shows a history of near-perfect student behavior and discipline. We have a reputation as being one of safest schools in the state. We use the book "Choosing Civility" as our foundation for discipline and character education.

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.

The meeting was opened with a welcome and review of the meeting agenda.

- Welcome and Background information
- Description of The Diploma School
- National research and Regional research
- The Diploma School model, mission and goals
- Get involved – Join the Corporation or serve on the local Advisory Council
- Questions – please use the question cards
- Thank you for attending

The meeting's PowerPoint presentation is posted on and can be downloaded from the Diploma School's website, <http://www.diplomaschool.org/public-meeting.html>

Description of the results of the public hearing

The meeting was held on Tuesday, August 23rd at the Jonesboro Parker Park Community Center on Church Street in the center of Jonesboro. The meeting started at 6:00 and lasted until about 6:50. Attendees included a two circuit judges, a local newspaper reporter, juvenile officers, a literacy league representative and college instructor and student. No one from the Jonesboro school district or any other school district attended.

The meeting was a very positive. The attendees were all very interested and encouraging about the Diploma School effort. The participants seemed pleased:

- that the school would offer an opportunity for disconnected youth. This will be the first real option for many of these young people
- after a discussion on the US DOE's 11th grade adjusted cohort graduation rate and the 12th grade adjusted cohort rate, the group understood the rationale behind admitting only 11th and 12th grade students
- that the organizers will strive to hire local people to work the school
- to see the focus on skills training and apprenticeships
- with the school's mission to graduate 100% of its students.
- with the school using blended digital learning as a method of delivery.
- with the Diploma School approach of treating its students like adults.
- with the Diploma School's emphasis on utilizing concurrent enrollment credit classes and secondary center classes

No Blame Approach

The participants recognized that the disconnected youth issue is a nationwide problem but they are anxious to help make a change in the area. They agreed

with the Diploma School's philosophy **not** to criticize or blame the local districts for the students who drop out of their schools.

Area of concern:

There no areas of concern expressed.

Description of the evidence of public support exhibited at the hearing

At the meeting, representatives from the juvenile office expressed a real interest in the Diploma School concept. They are hopeful that the charter is approved so the targeted young people in the area have another option for education and skills training.

No one at the meeting voiced any negative concerns about the proposed school.

2. Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:

Documentation of required notices for public hearing

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 in which the school will likely be located.

The meeting was held on August 23rd. The notices ran the weeks of August 1st, August 8th and August 15th in the Jonesboro area newspaper, the Jonesboro Sun.

B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper.

The notices ran in the main part of the paper in what is known as a "display ad". Copies of the notices are in the Attachments 1.

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

The meeting was held on August 23rd, which was eight days after the final notice ran on August 15th.

Documentation of notices sent to superintendents

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

Certified letters with the announcement of the public meeting were mailed to the superintendents within four days of the first notice publication. The letters were mailed to the superintendents of the Jonesboro, Westside, Nettleton, ValleyView and Brookland school districts. The letters were also sent to the Green County Tech districts' superintendents because those districts are contiguous to the Jonesboro district. Copies of the certified mail receipts are in Attachments 1. A map showing the location of the district and the contiguous district(s) is in the Attachments.

3. a. Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities.

Documentation of legal structure of the governing board

If this Charter is approved, the Board of the sponsoring entity, the non-profit corporation Osceola Communication, Business and Arts Inc., OCBA, Inc. will govern the school and will be ultimate governing body. Pursuant to the OCBA, Inc. bylaws, the Board and its officers are elected by the Corporation members at the OCBA, Inc. annual meeting and the length of term for Board members is two years.

OCBA, Inc. is a nonprofit Corporation that is nonsectarian in its programming and operations, and is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. This entity, to be referred as the Corporation in this application, was founded in 2007 by a group of volunteers dedicated to raising funds for educational efforts and making application for open-enrollment public schools. The Corporation was approved by the U. S. Department of the Treasury in 2007. The Internal Revenue Service issued determination letter, which verifies the Corporation's tax exempt status, is attached. The Corporation is governed according to its bylaws which has been approved by the IRS. The bylaws is posted on the website and is linked to the school's website.

Membership in the OCBA, Inc. Corporation is open to everyone dedicated the mission of the school. The Corporation will be responsible for fund raising and grant writing for the proposed open-enrollment public school. The Corporation will incur any debt for the establishment and maintenance of the proposed open-enrollment public school. The Corporation members abide by all federal rules governing non-profit boards and foundation.

Should the school close or be closed, all assets or funds (after debts paid) collected by the Corporation on behalf of the school will be returned to the state.

Description of the governing board's roles and responsibilities

Policies and procedures for board operation, including composition and member selection

The Board will be dedicated to all aspects of this charter. The Board will manage the operation of the proposed public charter and make all decisions regarding the school. The Board has a President, Vice President, Secretary and Treasurer. The President will preside over the Board meetings. The Secretary will maintain minutes of the meetings. The Vice-president will act in the President's absence. The Treasurer will be responsible for overseeing the finances.

The school board will join the Arkansas School Board Association, ASBA and will utilize the ASBA model policy program. The board will adhere to requirements of all local "board of directors," including Arkansas' code of ethics for board members, issues of nepotism, and FOI rules. The Board members must attend training that is determined by the Corporation members at the annual meeting. The Board will oversee the long range plan for the school. Drafts of the School Board's policy book, Student Handbook, Personnel Policy Handbook, Operations Manual are available for review by the Arkansas Department of Education staff.

Referring to the section 3.a. above, the selection of the Board members and officers are in accordance with OCBA, Inc.'s Internal Revenue approved bylaws.

3. b. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, please answer the following specific questions:

Plan for involving parents, staff, students and community in the decision-making of the Diploma School

Our draft Parent Involvement Plan outlines the involvement of parents, staff and community in the decision-making of the school. All parents, staff, adult-age students and supportive citizens are invited to join the OCBA, Inc. Corporation.

A local Advisory Council of parents, staff, students and community volunteers will be appointed to support the school and the School Director. The group may also offer suggestions to the Board regarding the school.

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

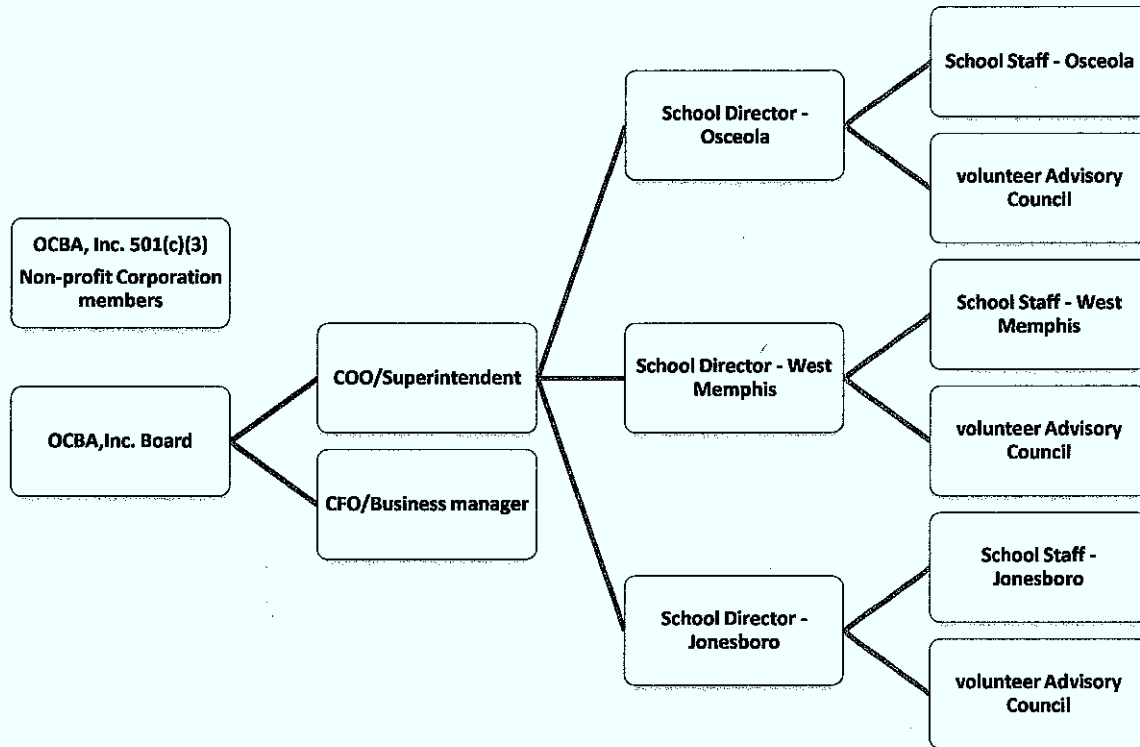
The Diploma School Board Policies regarding its policies. Responsibilities of the Board and school director

The Board policies, using the ASBA model policy program, identify the specific day-to-day operations of the school and are reviewed and approved by the Board each year.

The Diploma School system will have a Chief Operating Officer, COO that is similar to a district superintendant, and a Chief Financial Officer, CFO that is similar to a

District Business Manager. The School's Director, similar to a school principal will run the day to day operations of the school.

The Diploma School Organizational Chart



(1) The CFO, serving as the school's business manager, will have the decision-making authority in finance and purchasing, in consultation with the school director, for purchases under \$10,000 or the amount set by statute. Any purchase or financial decision over that amount must be approved by the Board.

The CFO will prepare the monthly statements of finances and present them to the Board for approval. The CFO and School Director will be responsible for maintaining financial records and ensure the information is provided to the auditor for the annual school audit.

(2) The School Director will be responsible for student discipline and will oversee all disciplinary issues related to rules and regulations that are laid out in the student handbook. Per policy, if the Director wishes to suspend a student for longer than 10 days, the Director must seek approval by the Board for expulsion. The school board will approve a student handbook, based upon the ASBA model policies, that includes a section on student discipline. The school director will ensure that the rules and regulations are carried out and adhered to accordingly.

(3) The School Director and COO will recommend names for campus personnel to the Board to hire, renew, not renew and terminate.

(4) The COO will recommend a School Director to the Board whether to hire, renew, not renew and terminate. The Board will vote to hire, renew, not renew and terminate the school COO and CFO.

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

Pursuant to the OCBA, Inc bylaws, the Board members serve two-year terms of office and are elected by the Corporation members at the annual meeting in September. A copy of the OCBA, Inc. bylaws are posted and linked on the Diploma School website.

School leadership's accountable to parents

C. Explain how and to what extent the school's leadership is accountable to parents.

The school will publish an annual report and hold annual public meetings to discuss policies, programs and goals and provide opportunities for questions and suggestions. Details of the public meeting are listed in Standard 10 of this application.

Should the school have an accredited-probationary status, the school will publish this status immediately after the determination by SBE on the school website and in the local newspaper for two consecutive weeks or as determined by state law.

The Board shall also publish the school annual performance report card in the local newspaper.

Should the school use a teacher who is not highly qualified; the school will give written notice to the parents or students of that teacher.

The school schedules two parent-teacher conferences per calendar year. The school shall adopt a policy requiring teachers to communicate with parent(s) or guardian(s) of students or the students themselves to discuss the student's progress and requiring more frequent communication with parent(s) or guardian(s) or students not performing at the level expected for their grade and their timeline toward graduation.

Pursuant to state law, all Board actions are accountable under Freedom of Information. The Board meetings are open to the public. The monthly meetings are announced on the school website. The Board minutes are posted on the school website. The Board policies detail the protocol for public comment at the meetings.

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

The primary mission of the Diploma School is to graduate 100% of our students graduate using the US Department of Education's adjusted cohort formula. The targeted students are disconnected youth who have already left school or are not on track to graduate within four years.

The Diploma School will:

- (1) provide a very safe environment for its students. Using the "Civility Project" philosophy, students and staff abide by the 25 Rules of Considerate Conduct with a goal that there are no arguments, fights, disagreements, suspension, expulsions at school and ensure that the school is a pleasant place to be,
- (2) provide a school that will increase the graduation rate of the youth in the area. Raising the percentage of high school graduates in the area will improve conditions for economic growth. Enrolling the disconnected students will benefit the area school districts because these students will be removed from the denominator in their 9th and 10th grade adjusted cohort graduation formula,
- (3) increase the number of young people in the area with post secondary school and/or skills training. While a student at the Diploma Schools, students enroll in skills training at secondary centers and/or take concurrent credit college classes,
- (4) strive for all graduates to pass college entrance tests, such as COMPASS, ASSET and ACT, or complete all college remediation courses and state mandated assessments
- (5) increase the number of young people employed. While taking classes, students are encouraged to work a paying job, or youth apprenticeship or internship,
- (5) provide a true community school with community partners. The community partners will be an integral component for success by offering assistance and/or mentoring to the students, and
- (7) serve as a model to be copied across the state as either open-enrollment or conversion charter schools. Seeing the success of Diploma School will encourage other communities to embrace this model.

5. Describe the educational need for the school.

Description of educational needs

Arkansas schools enrolled about 36,000 students per grade level, but only about 27,000 students will graduate each year.

And of those graduating, a majority of them need college remediation

According to ADHE, 52% of first time enrollees in Arkansas public colleges and universities need remedial classes.

Duplicating our model

Pursuant to our 2007 OCABS Charter with the SBE, OCBA, Inc. promised to make our school a model for duplication across the state. OCBA, Inc. would also like to see several conversion or open-enrollment charters, designed like the Diploma School, across Arkansas.

In June 2011, OCBA, Inc. submitted 19 letters of intent to ADE for open-enrollment public schools based upon the OCABS Twilight School model. The schools will be called Diploma Schools. The number has been pared down to three based upon the response from the communities.

The original concept for this type of school was to be a conversion charter school. In 2003, two Osceola School District board members discussed the idea of a charter school to serve out of school or disconnected youth. The members presented the idea to other board members during the next two years hoping the Osceola District would research the idea for this type of conversion charter school. The idea never came to fruition because of the district's administrators' concerns. These concerns include the following:

- Assuming that the out of school youth are weaker test takers, how would an influx of these students impact a district's AYP?
- Assuming that the out of school youth are trouble makers, how would their presence affect school discipline?
- Assuming that the out of school youth are older and have more "life experiences", how would parents of the traditional students feel about these students sitting in the classroom with their children?
- Concerning funding, several federal funds are not eligible for students over 18 years old. How would this funding source be made up?
- Noting that these types of students miss a lot of school days, how would their absenteeism affect the district's attendance rate?
- Considering the age of the out of school youth, how could the student handbook policies apply?
- Considering the energy that the staff would have to give to these students, how would such of a drain affect the already overburdened teachers?
- Considering that Osceola School district already had one conversion charter school, would adding another conversion charter cause confusion?

OCBA, Inc. considered these concerns when designing the OCABS school. OCBA, Inc.

remains dedicated to developing a model that addresses and eases these concerns. The most successful study, the Twilight "Full set of night classes or Twilight classes scheduled in six-week sessions" created a model that can be duplicated on most high school campuses across the state. In early 2010, OCBA, Inc. discussed requesting a license from ADE to copy or franchise the school. OCBA, Inc. also considered hosting seminars for school district representatives to explain how a conversion Diploma School-type school could work on their high school campuses.

Truth or Myth? Is there a dropout crisis throughout America? Does the high school graduation rate impact a community's economic development?

National Public Radio, NPR has a new 5-part series of reports dedicated to addressing how the increasing number of young Americans without high school diplomas negatively impacts our nation and its economy. Our website, www.diplomaschool.org has a link to this series. Our website also has links to the national research used in this application.

Valid and reliable data that substantiates the need.

In 2006, the American Youth Policy Forum conducted a study on Out of School Youth, another name for the targeted youth. The study lists the following national statistics.

- The average reading level of school dropouts, nationwide, is 4th grade.
- An estimated 3.8 million youth, ages 18-24 are not employed or in school, that is 15% of all youth
- The rate of students dropping out between 9th and 10th grades continues to climb beyond that of other grades.
- African Americans have a graduation rate of 50%, the lowest of any ethnic group.
- High school students from low income families (the lowest 20%) drop out at six times the rate of their peers from higher-income families. US Department of Education, National Center for Education Statistics. (2004). *The condition of education 2004* (9)
- Dropouts are 3.5 times more likely to be incarcerated in their lifetime.
- 90% of the 11,000 youth in adult detention have no more than a 9th grade education.
- A high school diploma is more valuable now than ever—the earning power of dropouts has been in continuous decline over the past three decades.
- The U.S. death rate for persons with fewer than 12 years of education is 2.5 times higher than for those with 13 or more years of education
- The U.S. would save \$41.8 billion in health care cost if the 600,000 young people, who drop out each year, were to complete one additional year of education.

- If only 1/3 of high school dropouts were to earn a diploma, federal savings in reduced costs in food stamps, housing assistance and Temporary Assistance for Needy Families would amount to \$10.8 billion annually.
- Increasing the high school completion rate by 1% for men ages 20-60 would save the U.S. \$1.4 billion annually in reduced costs associated with crime.
- The national statistics show that every nine seconds a student becomes a dropout.

Source: American Youth Policy Forum, research by Nancy Martin and Samuel Halperin

Whatever It Takes: How 12 Communities Are Reconnecting Out-of-School Youth

The researchers stated, "While charter schools evoke passionate, often negative, reactions in many educational circles, their flexibility and adaptability make them increasingly popular among nonprofit, community-based organizations dedicated to reconnecting out-of-school youth to the mainstream. Many secondary schools serving out-of-school youth have obtained charters, not only to gain access to state education funding, but, more fundamentally, because they believe that public education dollars should serve all young people, including those who have not been successful in traditional schools. They believe that many traditional schools have failed these youth and that the state has a moral obligation to fulfill its promise to educate all of the nation's young people."

"Dropout reconnection is not rocket science." "Dropout recovery is hard often frustrating, work, more perspiration than inspiration., At its core, it is a matter of moral and political will, an insistent commitment to do whatever it takes to the job done—and done right." This quote was made by Ann Higdon, the President of the ISUS charter school featured in the study.

The Diploma School will address an under-rated American dilemma that, to an alarming degree, threatens social stability, weakens our economy, and diminishes the lives of millions of our fellow Americans—and our own. Dropouts represent an unacceptable loss of life and opportunity both for young people and the nation. The Diploma School wishes to charter a new path for our young people, while generating a newly found empathy for this largely overlooked population of young people.

National Association of State Directors of Career Technical Education

In 2007, the National Association of State Directors of Career Technical Education met in a consortium to identify the new national focus and direction of career education. The Diploma School aligns with the directions: 1) Preparation on academic and technical

preparation, and 2) increase emphasis on achievement of degree, certification or credential. The Diploma School will provide more time and more support. The Diploma School will provide more time through 1) an extended day, 2) a year-round program and 3) a additional years of schooling for students who have left school or not on track to graduate within four years. The Diploma School offers support for learning to the students through its hallmark cooperative support component.

The *World is Flat* by Thomas Friedman, refers to the attention that is needed to fill the skills gap in American education. The Diploma School will provide a skills gap that currently exists in the traditional educational system as well as the community as a whole.

How Two of the Communities are reaching the Disconnected Youth

ISUS, Improved Solutions for Urban Systems

In Dayton, OH, a program called ISUS, Improved Solutions for Urban Systems, <http://isusinc.com>, was founded by Ann Higdon. "ISUS students may have been underachiever, dropouts and even court-involved, with odds clearly stacked against them." However at ISUS, these students become transcendents, people who rise against all odds. ISUS was the first organization in Dayton to offer returning dropouts a chance to earn a high school diploma (instead of a GED) and acquire college credit, certification and work experience while they finished high school." Ann Higdon is considered a social entrepreneur. She responds to that classification by saying, "Social entrepreneur create possibilities for getting society unstuck. They inspire confidence in people and engage them in the process of creating new realities for themselves and their communities."

Daylight/Twilight High School, DTHS

Trenton has a high school program called Daylight/Twilight High School, DTHS. It was created "to deal with the long-standing problem of too many kids on the corner...too many kids not finishing school." "DTHS offers a flexible, shortened school day, with an option of three four-hour shifts (7:30-11:30 am, 11:30-3:30 pm, or 3:30-7:30 pm)." Its Principal William Tracy, "believes that DTHS students are basically good kids who have been damaged by poverty and poor schooling". He said, "...that his students ought to have additional opportunities to build structure and discipline into their lives and to experience the feeling of success earned through hard work."

"DTHS students arrive with deeply entrenched behaviors and very negative attitudes toward school. The gradual change in this perception toward a more positive view of education may be the most important indicator of success for the school. The student treat the school's physical plant, staff and visitors with respect. The school has a very strict code of behavior and rules that students rarely complain about as they come to understand the need for structure in their lives. Administrators report that students come to realize that a standardized behavioral code is conducive to a successful learning environment, and they accept that they have shared responsibility to create a purposeful atmosphere. While many DTHS students have had discipline problems in their previous schools, astoundingly, DTHS has never had a fight and the suspension rate is zero. School administrators proudly point to the fact that the school has no metal detectors and only two security guards for a population of 3,000 across five campuses."

"A combination of factors—notably Trenton's relatively small size and school population, the decision to concentrate nearly all its efforts with the school system, and an extremely serious, no-frills approach—distinguish this successful dropout recovery effort. The Trenton program values achievement, readiness to learn, and, above all, student self-discipline—and it works. Although a well-qualified staff is clearly student oriented, its members by and large do not consider themselves surrogate family members. They are on board to see that the education and career preparation of badly disrupted young lives are put back on course, and there is no nonsense in their approach."

Reference

Source: Martin, N., & Halperin, S. (2006), *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth*. Washington, D.C: American Youth Policy Forum.

This is the same approach that OCABS was created to do and used in its first two years. This is the same approach that the Diploma School will follow. The Diploma School funding will be directed to student achievement using the ACSIP as a tool. The school will collaborate with numerous local agencies and programs to help support and fund the program's efforts to reconnect with youth. These alliances will also help to broaden the school's curriculum to better serve the diverse needs of its students, train additional student interns, and personalize the professional development of the school staff.

2011 American Policy Youth Forum Follow-up Study

The same group, American Youth Policy Forum, conducted a follow up report and published it a couple of months ago. The study outlined efforts that communities could

take to combat the chronic problems leading to high school dropouts. OCBA, Inc. members are proud that the work done through OCABS in its first two years has been in step with the key considerations discussed in this study and presented here.

Key Considerations for Serving Disconnected Youth, July 2011.

<http://www.aypf.org/publications/documents/DY%20Paper%207.19.11.pdf>

"This paper provides a description of the youth population that is disconnected from education and the workforce and describes a set of key considerations for improving outcomes for this population. Programmatic examples that demonstrate how effective supports for youth look in practice are discussed. The paper concludes with policy recommendations for serving youth at the federal, state and local levels

The following key considerations are examined:

- 1) Engaging disconnected youth on a trajectory to graduation and beyond requires the use of data to understand student needs and to inform the creation of multiple options matched to these needs.
- 2) Educational pathways for disconnected youth must ensure that learning is relevant to careers, academically rigorous and adaptive to individual students.

3) Cross-sector collaboration and resource-sharing is essential to building and sustaining the network of services that support disconnected youth

Introduction

Nearly all jobs in the emerging economy in the U.S. will require youth to earn both a high school diploma and some type of a postsecondary credential to develop the appropriate skills and training for family-sustaining employment. In order to move disconnected youth along the path toward high school graduation and postsecondary training, a comprehensive system of supports that extends beyond just academics is necessary. The process of developing the knowledge, skills, abilities and personal resources required for success is complex, and the path will be different for each young person as they navigate the interrelated systems that provide opportunities for learning and growth. Policymakers and community members must be committed to a vision of serving this population by aligning resources to support young people as they access opportunities across these systems. The education and training opportunities available must reflect the needs of a community's youth population, with a range of providers offering learning options matched to these needs.

According to a new report by the EPE Research Center, our nation's public schools had a graduation rate of 72% in 2008, meaning that nearly 3 out of every 10 students failed to earn a diploma. Many students who drop out of school remain persistently disconnected from both education and productive employment. One study conducted by Andrew Sum of Northeastern University has found that the average number of 16-24 year olds disconnected from both school and work at a given point in time is, 5.2 million, or 16.4% of all youth. The picture becomes increasingly dire when we consider the data by socioeconomic group. Youth from low-income families are particularly likely to be disconnected from school and work between the ages of 18 and 24; only 44% of these youth remain connected to either school or the labor market, compared to 67% from middle-income families and 75% from high-income families.

The population described as "disconnected youth" or "out-of-school youth" encompasses a large range of individuals that represent a heterogeneous group. These individuals have differing levels of skills and preparation for academic and career oriented training opportunities and are often faced with multiple obstacles to being prepared for the job market. The disconnected youth population includes young people who might be over-age and under-credited for high school graduation, have insufficient academic skill levels to complete credits necessary for graduation, have been involved with the criminal justice system, or have financial obligations that require them to work."

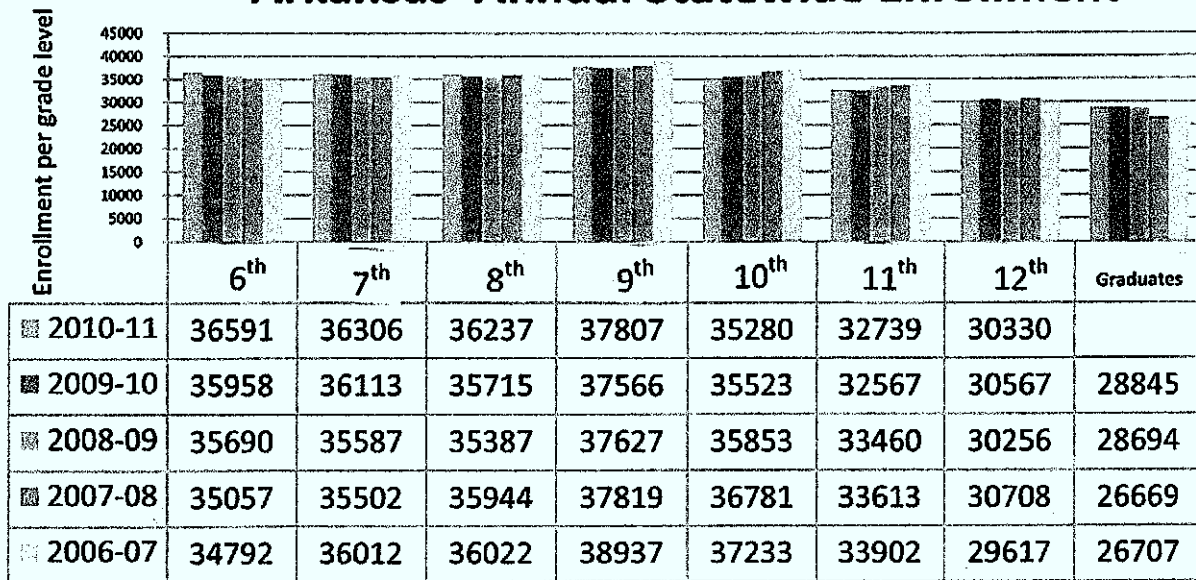
How does Arkansas rate?

According to Edweek, 11,405 is the number of non-graduates for Arkansas' class of 2011. Source: <http://www.edweek.org/media/v30-34analysis-circlechart-c3.pdf>

According to the ADE Data Center, 28,845 seniors graduated from Arkansas schools in May 2010. But this class started out with 38,937 classmates in their freshmen year. This number fell in their 10th grade year to 36,781, to 33,460 in their junior year. They had 30,567 classmates in the start of their senior year.

How is our Arkansas economy affected when these young people do not graduate from high school?

Arkansas' Annual Statewide Enrollment



Educational need based upon OCABS Research

Out of School Forum – Summer 2007

In a series of local meetings, a number of issues that face out-of-school youth were discussed. At a meeting on July 30, 2007, hosted by the Chamber of Commerce President in Osceola, the attendees listed their ideas as to the obstacles that face these youth. The attendees at this meeting included: a state senator, a state representative, a circuit judge, a family service advocate, an investigator, two Mid-South Health system representatives, Juvenile court intake officer, two officers from the Osceola Police Department, a prison warden, two school board members, two GED teachers, a school principal, an EOC Outreach worker. The forum participants formulated lists of obstacles that the youth faced. Then the participants grouped the obstacles in categories listed here:

Obstacle 1: Physical restraints

- Chronic illness
- Having children of their own
- Homelessness or highly mobile

Obstacle 2: Educational barriers

- Learning disabilities that have not been adequately addressed in the past
- Transferring excessively between schools in the past
- Behind graduation credits more than their peers.

Obstacle 3: Financial problems

- Need to work and earn money.
- The economy has affected them more than their peers.

Obstacle 4: Societal and emotional handicaps

- Court involved.
- Orphaned by death of parent
- Have or have had a parent incarcerated
- Abandonment issues.
- Low self-esteem.
- Drug or alcohol abuse.
- Has mental health disorders
- Has ADD or ADHD

The forum also discussed various agencies and how each can offer support. These agencies include but were not limited to Mid-South Health, Arkansas Counseling, Families, Inc., the Mississippi County Juvenile probation office, the Mississippi County Health Department, Mississippi County Drug Task Force, the Osceola/South Mississippi County Chamber of Commerce and Arkansas Northeastern College. These agencies became the partners in the **Cooperative Support Component**.

OCABS Studies: The Research Data, Analysis and Results

In the first round of studies conducted over three-year period, 2008 - 2010 at OCABS, the outcomes were identified for the optimum methods (schedule design, teacher characteristics, modeling for duplication) for educating our targeted youth and targeted youth across the state,

Pursuant to OCABS 2007 Charter, OCBA, Inc. conducted research studies on the targeted students according to categories of obstacles hampering them earning their high school diploma. The six studies with the following variables:

- length of time for each session (18 week, 9 week, 6 week, 2 week, etc.)
- configuration of the daily schedule (2 hour blocks, 90 and 50 minute periods, etc.)
- year-round calendar (longer Christmas break, two-week summer camp, early start date, one-week Step Weeks, 2-week Step Weeks, required tutoring sessions, etc.)
- the attributes of the instructors (traditional certified, non-traditional, teacher permitted, college instructor, part time, full time, adjunct, etc)
- method of delivery of the education (textbook, video book, virtual, etc)

Series of studies

OCBA, Inc. conducted a series of studies using the following variables.

- 1) 75% of their classes are taken through concurrent credit at ANC
- 2) Nine-week long sessions

- 3) Two-week sessions
- 4) Six-week long sessions
- 5) Flex sessions using the week long breaks
- 6) Full set of night classes, or Twilight classes, scheduled in six-week sessions and using step-weeks in between. Six-week sessions with 1 and 2 week long condensed step-weeks. Eleventh Grade English and courses with EOC are offered only during six-week sessions that overlap the test dates. Encourage at least 20 hours per week of paid employment. Goal of 25% of coursework completed by concurrent credit.

In each of the studies, OCBA, Inc. conducted the research using students from each category of obstacles. Both experimental groups of targeted students as well as control groups of targeted students were used. From the studies, less than 20% of the control group students were successful at overcoming their obstacles and completing their coursework. About 50% of the experimental group students were successful in four of our studies. But the most promising study was the study known as, "Full set of night classes or Twilight classes scheduled in six-week sessions and using step-weeks in between". In this study 90% of the experimental group students were successful at overcoming their particular obstacle.

From this most promising model, OCBA, Inc designed the Diploma School concept.

One of many Success stories

The best way to explain how OCBA, Inc. met the educational needs of targeted students is to share success stories. In the 2010 graduating class, about 2/3 of the graduates were targeted students. Their stories are inspirational. One of the boys in the graduating class was harshly abused by his birth mother. He was adopted by a loving couple but never recovered from the abuse. He enrolled at our school after being kicked out of a high school for inappropriate behavior. As with all the targeted students, prior to starting classes with us, we made an appointment for him with the TRIO counselor at our local community college to take the COMPASS test and set educational goals. This COMPASS test assessed his reading, writing and math levels of college preparedness. The results also let us know if we could and should enroll him in concurrent credit college classes. Also from the COMPASS test results, we determined that he needed further assessment so we tested him using the TABE adult literacy test. The TABE helped us evaluate his math, reading and literacy grade levels. We found that he was performing on grade level for literacy but three grade levels behind in math. We also knew that we needed to build his confidence and self esteem. We scheduled him in a combination of concurrent credit classes, our high school night classes, our Extra Learning on-line remediation and math tutoring. He was successful

at pulling up his math level and was happy at our school. He became popular with his fellow students and was elected class officer. Currently, he has married, is working, has a new baby and plans to start college later.

There are dozens more testimonials about the students and what the school had done for them. These are stories of students who had been abused or expelled but found a home and happiness on our campus. Our school became a place where students who are misfits, outcasts or have been bullied at other schools find a safe place to learn with the reputation is "it's a kind, quiet, safe and caring place to be". The Twilight School was particularly popular because it allows students to work or tend to family during the daytime. The Twilight schedule has compacted terms or sessions lasting just six weeks long where students can focus on just one or two courses at time. For instance, a student can complete a "fall semester" class and a "spring semester" class, such as one unit of World History in just 12 weeks, by going to class for two hours per night, Monday through Friday, totaling 120 hours of class time for one full unit or credit toward graduation requirements.

"Full set of night classes or Twilight classes scheduled in six-week sessions and using step-weeks in between"

To better explain, please refer to the Educational Program section where some specifics are explained about the schedule that showed the greatest success in our studies. We refer to this as a "Full set of night classes scheduled in six-week sessions".

The Twilight School was particularly popular because it allowed students to work or tend to family during the daytime. The Twilight schedule has compacted terms or sessions lasting just six weeks long where students can focus on just one or two courses at time. For instance, a student can complete a "fall semester" class and a "spring semester" class, such as one unit of World History in just 12 weeks, by going to class for two hours per night, Monday through Friday, totaling 120 hours of class time for one full unit or credit toward graduation requirements.

Twilight Schedule

The classes were taught in the evenings, Monday through Friday. The first Twilight period is 5:00 – 7:15 with a 15 minute break. The second period is 7:30 – 9:45, also with a 15 minute break. The sessions or terms are six weeks long. A Twilight student earns a half credit per period. If he or she takes classes in both periods, he or she is counted as a 2/3 FTE student. If he or she takes just one period, he or she is counted as a 1/3 FTE. These sessions or terms are repeated seven times year round.

Our research interviews show that the targeted youth feel guilty for not succeeding in school. They feel that if they had done differently they would have succeeded. But in reality, the root cause of their failure was not always of their doing. More times than not, the relocation of their family during the semester, or an acute illness during the semester or a parent's financial problem during the semester or general lack of stability was the culprit. In Twilight night school design with the six-week sessions, the youth can have "mini" successes every six weeks. These "mini" successes build a targeted youth's confidence. Also when a targeted student must leave school for a period of time (to tend to a family member, take care of family business, train for work, relocate with another relative or go on maternity leave), they are withdrawn from APSCN. Then when a new six week session starts and they are able to come back, they are simply reenrolled in APSCN.

The community college's concurrent credit classes are also a popular component of the Twilight School. Every targeted Twilight students takes the COMPASS test and we strive to place them into college classes, at our local community college as soon and they are ready. In addition to evening classes, we enroll students in the daytime Secondary Skills Center taking courses such as welding class, automotive, medical professions, criminal justice, advanced manufacturing, renewable energy, teaching and STEM. These secondary center classes are held every for 1 ½ hours a day. In addition to class work, we arrange internships and/or part time jobs for our students.

Regarding the EOCs and literacy exams, our students are required to take the mandated tests. We make sure that our targeted students, when they enroll, understand this as a requirement. In the Twilight class calendar, the only time we teach classes such as Algebra I, Algebra B, Geometry, Biology and Junior English are during the same span of time that the EOC and other mandated tests are scheduled. For example, we may only offer junior English during the Twilight session that overlaps the month of March.

Dropping Out of our District Schools

The following is ADE Data Center enrollment data from Arkansas school districts where we are requesting to open Diploma Schools. The shrinkage of enrollment throughout the years is evident. These charts are posted on our website with a link to the ADE Data Center.

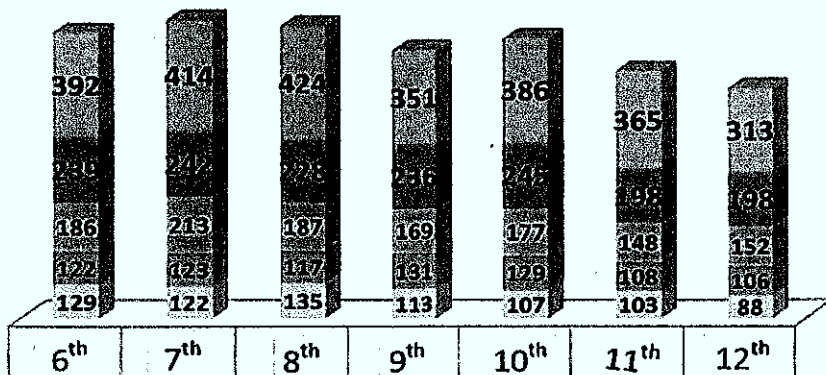
Jonesboro Area Schools

Loss of about 200 students or 20% per graduating class

2010-11 School Year.
Student enrollment
per grade level.

Source ADE website:

<http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=jonesboro&pagesize=100>



	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Jonesboro Schools	392	414	424	351	386	365	313
Nettleton Schools	239	242	228	236	245	198	198
Valley View Schools	186	213	187	169	177	148	152
Westside Schools	122	123	117	131	129	108	106
Brookland Schools	129	122	135	113	107	103	88

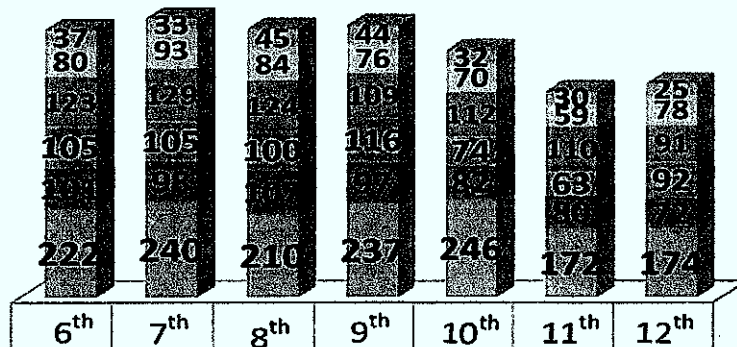
Mississippi County Schools

Loss of about 130 students or 20% per graduating class

2010-11 School
Year.

Student
enrollment per
grade level.

Source: ADE
website <http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=blytheville&pagesize=100>

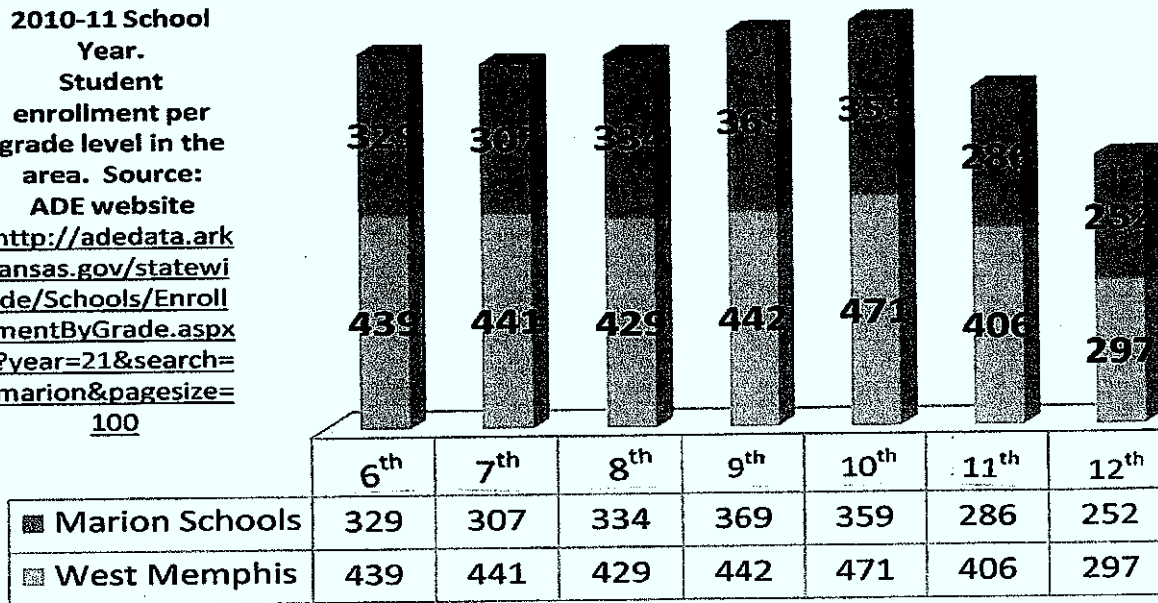


	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Amorel Schools	37	33	45	44	32	30	25
Manila Schools	80	93	84	76	70	59	78
Gosnell Schools	123	129	124	109	112	110	91
South MS County	105	105	100	116	74	63	92
Osceola Schools	101	98	107	97	82	80	72
Blytheville Schools	222	240	210	237	246	172	174

West Memphis area

Loss of about 200 students or 29% per graduating class

2010-11 School
Year.
Student
enrollment per
grade level in the
area. Source:
ADE website
<http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=marion&pagesize=100>



6. Describe the educational program to be offered by the public charter school.

Hallmark of The Diploma School

The Diploma School maneuvers around the obstacles that hinder the disconnected, targeted youth from finishing high school within four years. The Diploma School organizers formulated the components of the educational program around the research that supports this undertaking. A hallmark of the Diploma School is its year-round calendar and condensed, night class-schedule. With this educational format, students can focus on the gaps in their transcripts that hamper their success in the traditional high school. Students can earn up to three half-unit credits in just six weeks and up to 20 half credits in one calendar year. This scheduling allows the student to catch up on his/her credits and graduate quicker.

Educational foundation for the school.

The Diploma School will use its ACSIP plan as the tool to keep it focused on student success. The school will submit its ACSIP by deadline determined by ADE.

What makes The Diploma School Different? Specific rationale for waiver request to enhance and expand the educational options

Unprecedented Discipline and student conduct

- Lower discipline issues than traditional school.
- The students are treated like adults.
- Excellent conduct due to our Choosing Civility character education

Use creative calendar and bell schedule to help students overcome obstacles

- Students who are 18 or older can attend school as 1/3 FTE or 2/3 FTE or full time students depending upon their academic goals
- High school classes are taught mostly in the evenings between 3:00 and 10:00.

100% of our students will graduate

- Students can earn up to 20 one-half credit classes or ten full units in one year
- Diplomas awarded in May, in July and in December every year.

Innovative methods of delivering high school coursework

- Utilize blended, digital learning such as, I-School programming and technology, APEX, Extra Learning, AVHS, Flipped classroom pre-recorded vodcasts or videos.
- May operate branch classrooms and tutoring centers to better reach the disconnected students around the area. These branches could be equipped with the vodcasting and compressed video equipment. If a branch location is desired, the Board will request ADE Charter School office's approval. The branch must meet all provisions of Section 16 of this application. SBE will delegate to the Charter School office the approval of such branch location.
- Develop curriculum videos/vodcasts such as the flipped classroom
- Share these vodcast available on our website so other schools, teachers and parents can benefit from our videos.
- Continue to research and find the most successful practices to move the focus from teaching to learning in the most effective and efficient manner for these targeted youth.
- Offer credit recovery and grade forgiveness on the student's transcript.

Skills training and college preparedness is a focus

- The Diploma School pays the tuition, books and fees for Diploma School students' concurrent enrollment college credit courses.
- Concurrent college credit classes count toward the students' graduation requirements per the attached matrix.
- Award weighted credit for concurrent credit classes, similar to AP and IB classes that the student claims for core course graduation requirement(s).
- Students sit for college placement tests, such as COPMASS upon enrolling at the Diploma School and are placed in concurrent enrollment credit classes as soon as possible.
- Students' schedules are tailored around area secondary centers for skills training
- Students are offered "work education", Youth Apprenticeships, internships and paying jobs

Foundational educational philosophy and curricular and instructional strategies

Presented on these two pages is actual data from students' transcripts. Potential students, when visiting OCABS the first time, helped the staff complete their graduation requirements' "tally sheet". The exercise helped them understand the amount of coursework he/she needed to complete to earn a high school diploma. The names of the students have been changed to protect their privacy.

These tally sheets are presented to help explain the irregular gaps that many targeted students have in their transcripts. The tally sheets also show the small amount of coursework that needs to be completed. The Diploma School will offer courses in six-week terms. The students can earn up to three credits per term. This scheduling allows the student to graduate in the shortest amount of time.

Examples of scheduling strategies

Both "Johnny" and "Angie" tested high enough on their COMPASS test to immediately begin taking college freshman level English Composition. They could complete their English requirement by taking the concurrent enrollment college credit class at the local community college. "Johnny" could complete his career focus requirements in the secondary center Welding II course. "Angie" could earn her Algebra and fourth year math credits through the Diploma School's night classes.

Visit the Diploma School's website, www.diplomaschool.org for more student stories.

<p align="center">Graduation Requirements TALLY SHEET</p> <p>Name: <u>Johnny Mac</u> Date of Birth: <u>xx/xx/xxxx</u> Age: <u>19</u> SSN: <u>xxx-xx-xxxx</u> Cell phone # or e-mail: <u>xxx-xxx-xxxx</u></p> <p>Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count a 1 credit. 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XXXX	XXX, AR	2006-2009																																			

Graduation Requirements TALLY SHEET

Name: Celia Jones Date of Birth: xx/xx/xxxx Age: 18
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Put your semester grades in the box next to the class. In Arkansas, two grades count as 1 credit. Grades of "D" or higher count for credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	C	C
10th Grade	C	C
11th Grade	C	B
12th Grade	B	B
Junior Literacy test	NA	

MATH (4 credits required)

Algebra 1	C	C
Geometry	B	B
Algebra 2	B	A
Algebra EOC		
Geometry EOC		NA

SCIENCE (3 credits required)

Physical Sc.	C	C
Biology	C	C
Chemistry	C	A
Biology EOC		NA

HISTORY (3 credits required)

Civics or Civics/Economics	C	B
U. S. History	C	C
World History	C	
Verify AR History?	yes	or no

Physical Education

Health	C	C
Fine Art	Choir	A
Oral Communications		

CAREER FOCUS or ELECTIVE (6 credits needed)

Choir/PE	A	C
FAAL 1	B	B
Choir 2	A	B
Music Hist/Art	C	A
Fer/and Dev	A	A
Partn/Child Dev	A	A
Geography	B	B
Computer Info	A	A

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX, AR	2003-06
XXXX	XXXX, TX	2006-09

Date evaluated	Jan '10		
Grades earned (need 44 for diploma)	40/44		

Graduation Requirements TALLY SHEET

Name: John Gray Date of Birth: xx/xx/xxxx Age: 20
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count a 1 credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	X	X
10th Grade	X	X
11th Grade	X	
12th Grade	X	
Junior Literacy test		

MATH (4 credits required)

Algebra 1	X	X
Geometry	X	X
Algebra 2	X	X
Algebra EOC		
Geometry EOC		X

SCIENCE (3 credits required)

Physical Sc.	X	X
Biology	X	X
Chemistry	X	X
Biology EOC		X

HISTORY (3 credits required)

Civics or Civics/Economics	X	X
U. S. History	X	X
World History	X	X
Verify AR History?	yes	or no

Physical Education

Health	X	
Fine Art		
Oral Communications	X	

CAREER FOCUS or ELECTIVE (6 credits needed)

Computer 1	X	X
Computer 2	X	X
Welding 1	X	X
Welding 2	X	X
Automotive	X	X
ROTC	X	X

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX, AR	2005-2008

Date evaluated	May '10		
Grades earned (need 44 for diploma)	38/44		

Graduation Requirements TALLY SHEET

Name: Billy Roberts Date of Birth: xx/xx/xxxx Age: 19
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count a 1 credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	X	X
10th Grade	X	X
11th Grade	X	
12th Grade		
Junior Literacy test		

MATH (4 credits required)

Algebra 1	X	X
Geometry	X	X
Algebra 2	X	X
Precal/Trig	X	
Algebra EOC		A
Geometry EOC		F

SCIENCE (3 credits required)

Physical Sc.	X	X
Biology	X	X
Biology EOC		F

HISTORY (3 credits required)

Civics or Civics/Economics	X	X
U. S. History	X	X
World History		
Verify AR History?	yes	or no

Physical Education

Health	X	
Fine Art	SOFA	X
Oral Communications		

CAREER FOCUS or ELECTIVE (6 credits needed)

Welding 1	X	X
Welding 2	X	X
Welding 3	X	X
Welding 4		
Automotive 1	X	X
Automotive 2		

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX, AR	2006-2009

Date evaluated	Sept '09	Jan '10	
Grades earned (need 44 for diploma)	26/44	31/44	

Graduation Requirements TALLY SHEET

Name: Danyelle Holmes Date of Birth: xx/xx/xxxx Age: 18
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Put your semester grades in the box next to the class. In Arkansas, two grades count as 1 credit. Grades of "D" or higher count for credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	C	A
10th Grade	B	D
11th Grade	F	
12th Grade		
Junior Literacy test		

MATH (4 credits required)

Algebra 1	B	C
Geometry		D
Algebra 2	D	
Algebra EOC		
Geometry EOC		

SCIENCE (3 credits required)

Physical Sc.	B	B
Biology	D	F
Envir. Science	D	
Biology EOC		

HISTORY (3 credits required)

Civics or Civics/Economics	B	B
U. S. History	C	C
World History		
Verify AR History?	yes	or no

Physical Education

Health	D	
Fine Art	C	
Oral Communications		

CAREER FOCUS or ELECTIVE (6 credits needed)

Spanish I	C	C
Intro to Criminal Justice	C	C
ROTC	A	A
EASTlab	B	B
ROTC II	A	A

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX, AR	Part of fall '06
XXXX ALE School	St Louis, MO	2006-09

Date evaluated	Oct '09		
Grades earned (need 44 for diploma)	27/44		

Teaching and learning strategies to be used.

Flipped classroom or blended digital learning - A Diploma School method of teaching

The flipped classroom or reverse classroom is a model of teaching in which a student's homework is the traditional lecture viewed before the start of a class or outside of class on a vodcast. Then class time is spent on inquiry-based learning which would include what would traditionally be viewed as a student's homework assignment. Inquiry-based learning describes a range of philosophical, curricular and pedagogical approaches to teaching. Its core premises include the requirement that learning should be based around student's questions. In this form of instruction, it is proposed that teachers should be viewed as facilitators of learning rather than vessels of knowledge.

A podcast is a series of audio files that can be downloaded from the Internet, often released on some regular schedule. Podcasting is an instructional method in which the classroom teacher creates a vodcast of their classroom lecture on a topic or objective for viewing by students before attending class on that topic.

A vodcast is a podcast that also incorporates video in addition to audio. These are short screen captures of material with narration by an instructor, typically performed on a Tablet PC or SmartBoard. These digital videos can be observed online or downloaded. Vodcasts can capture solutions to example problems, tools and tips on specific concepts, and supplement lecture notes. The teacher may enhance the vodcast with related videos from other sources such as You Tube, How Stuff Work, Khan Academy, Brain Pops, Discovery streaming, etc.

In the Flipped Classroom model, students watch vodcasts before class at home or at the tutoring center or library. That way, class time is spent in engaging hands-on activities and directed problem solving. Students using the Pre-Vodcasting model have been very successful in mastering subjects. All teachers can benefit from Vodcasting their lessons live, and that the Pre-Vodcasting and Flipped Classroom can revolutionize instruction in Math, Science, and Foreign Language.

Mastery approach is intended to bring all students to a pre-established level of mastery on a set of instructional objectives or common core framework. Students are taught to well-defined objectives, formatively assessed, given corrective instruction if needed, and then summatively assessed.

Some of the benefits include:

Students who are absent really never missed a class. They are able to watch a Vodcast and get the essential material that was covered. Though some of the real teacher and classroom interaction is missed this is VERY helpful to the students.

Less time tutoring students after school: Not as much time is spent re-teaching the missed content to the absent students.

An amazing tool when teachers are absent: With pre-recorded lessons, students do not fall behind in the material. On a block schedule, it works to play the recording on the first day and the second day the teacher discusses the information covered in the video.

Lessons going out to the world: The Diploma School will post our vodcasts on the internet. We can reach students, teachers and parents all over the state. Some could be students who were using the vodcasts to help them with their understanding of their coursework. Some teachers can use them to learn how to better teach a particular topic, some teachers can use them with their classes in cases of absences, and teacher can even submit corrections in our presentations.

Source: <http://electriceducator.blogspot.com/2010/09/flip-your-classroom-through-reverse.html>, <http://vodcasting.ning.com/video/the-flipped-classroom>, <http://www.hulu.com/watch/223158/tedtalks-salman-khan-lets-use-video-to-reinvent-education>

Choosing Civility and Student Safety

The primary purpose of any school is to educate students. But the first priority of a school is to ensure student safety. OCABS used the book, "Choosing Civility, the 25 Rules of Considerate Conduct" as the cornerstone of our school safety, student discipline and character development programs. Using this program, we were able to eliminate fights, arguments, suspensions and expulsions. This program works for all age levels.

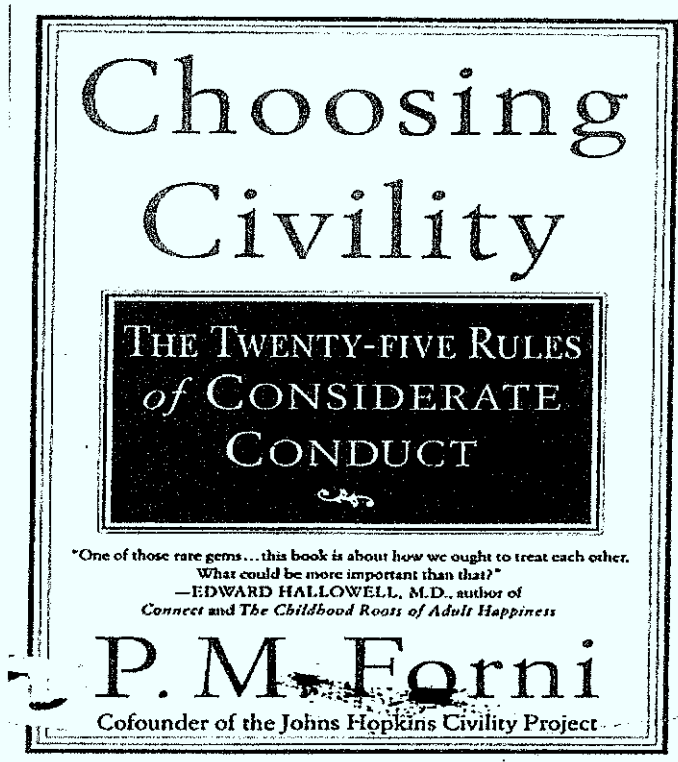
Recalling being surprised by how quickly OCABS became popular, we asked families why they wanted to enroll in our school. They told us that they were first attracted to our school because of our excellent reputation for having firm yet fair discipline, our emphasis on civility, our nurturing staff and our devotion to preparing our students for post secondary work, training and education. They knew that our students did not argue or fight with each other.

We attribute excellent discipline to our character education program that is centered on the "Choosing Civility" book. A copy of the book's cover and a list of the 25 rules are listed below. We provided a copy of the book for each of our families. And when disciplining our students, our staff members refer to the rule that has been broken. Often the student would be required to write an essay about how obeying the rule will make him or her better person.

Additionally, our students were taught to keep eye contact with teachers and staff. We also taught our students to greet visitors with a firm hand shake and introduce themselves.

This book was the subject of a story in the Democrat Gazette on September 20, 2009, written by Greg Harton. Entitled, "Is there some way to reduce rudeness in the 21st century?", Mr. Horton challenged school districts to use this book to tackle rudeness.

We wrote to Mr. Horton and shared with him that our school had been doing as he suggested with great success.



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Length of school day and year that meets state requirements

The school will operate at least 30 hours per week but the time will be divided over six days, Monday through Saturday. For that reason, the school is asking for a waiver on the six-hour day. The school will operate longer than the traditional school year. Therefore, the school is asking for a waiver on the start date and a waiver on the required the spring break week. Please refer to the calendar and bell schedule attached.

7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic 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.

Performance expectations for students and school as a whole

- The Diploma School expects 100% of its students to graduate with the adjusted cohort group.
- The School expects to meet Adequately Yearly Progress, AYP on mandated tests.
- The school desires that 0% of its graduates need college remediation.

Specific goals in Reading, reading comprehension, mathematics, mathematic reasoning

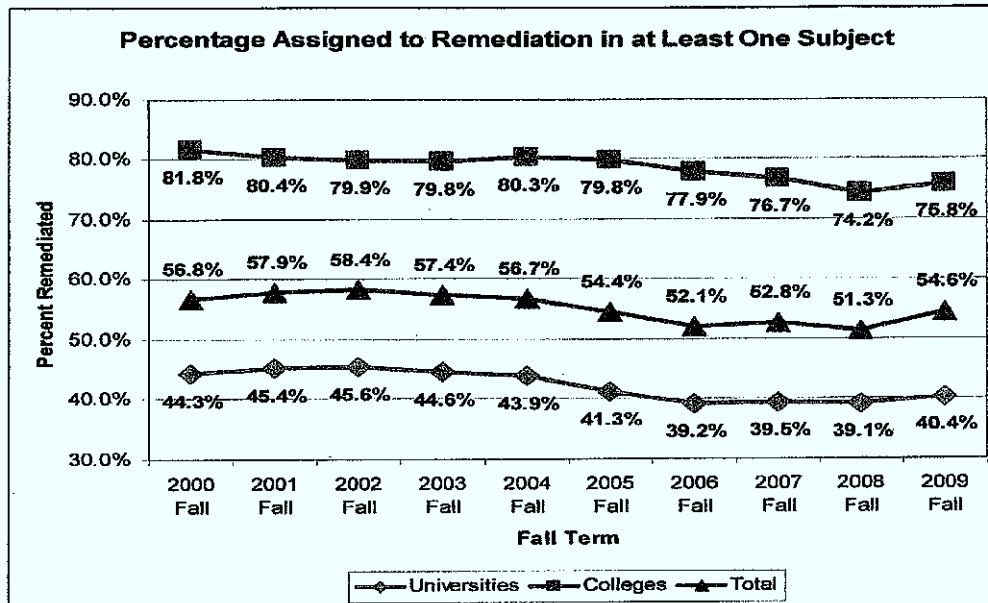
The Diploma School tests all of its students to see if they can score at least a 19 in the reading, math and English portions of the ACT or comparable scores on the COMPASS or ASSET. Students not meeting the cut score(s) will complete and pass the corresponding remedial course work. Doing so, the student would graduate from the Diploma School and enter into college courses without having to take remedial classes. ADHE reported this month that 52% of all first time students in the Arkansas' public universities and colleges had to take remedial classes. The Diploma School will try to ensure that its graduates will not need remediation. The ADHE chart is shown on the next page.

The students can substitute these classes for graduation credit per the Concurrent Credit matrix. Each of these courses can satisfy a half-unit of graduation requirements.

Once the students complete the remediation or if the student scored above the ACT cut score, they are encouraged to enroll in a concurrent enrollment college credit classes. See the concurrent enrollment matrix for the course code transfer credits. Classes with course codes above the remedial prep will satisfy one unit per three hour college course.

Clear, measurable and data-driven goals or ACSIP

The school will create, implement and sustain its Arkansas Comprehensive School Improvement Planning (ACSIP) model annually. This planning and fund distribution design will help school leaders develop a comprehensive school improvement plan. The plan will be used in our applications for federal programs administered by the Arkansas Department of Education, under No Child Left Behind (NCLB), in addition to Student Special Use Funds. The plan will include priorities based on the school's greatest needs. The plan will identify the performance of student subgroups if the subgroup did not meet the achievement level necessary for Adequate Yearly Progress. The improvement plan will be submitted electronically by October 1st or by the date determined by ADE.



- Of the 11,837 students assigned to remediation, 5,260 (44.4 percent) were in the four-year sector and 6,577 (55.6 percent) were in the two-year sector.
- 3,892 of the students assigned to remediation (32.9 percent) were placed at the developmental level in only one subject area (i.e., mathematics, English, or reading). Of those assigned to only one subject, the group of students was in mathematics (77.5 percent), followed by English (12.4 percent) and reading (10.0 percent). 7,945 of the total students remediated (67.1 percent) were placed at the developmental level in two or more subject areas. In addition, 4,323 (36.5 percent) of the total students remediated were placed at the developmental level in all three subjects. More students were remediated in all three subjects (4,323) than in only one subject (3,892).
- Among 4-year universities, of students assigned to remediation, 37.2 percent were assigned to remediation in only one subject, 62.8 percent were assigned to remediation in two or more subjects, and 34.6 percent were assigned to remediation in all three subjects (Attachment 6-1).
- Among 2-year colleges, of students assigned to remediation, 29.4 percent were assigned to remediation in only one subject, 70.6 percent were assigned to remediation in two or more subjects, and 38.1 percent were assigned to remediation in all three subjects (Attachment 6-1).

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Valid and reliable assessment tools for measuring each of the defined goals

The schools shall be responsible for assessing each student's progress to determine mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).

The students will take the state mandated tests such as Algebra EOC, Geometry EOC, Biology EOC, Algebra 2 exam, 11th grade Literacy, and any other state mandated tests.

The students will take college entrance exams such as COMPASS, ASSET or ACT when enrolling in the Diploma School.

The school will use other assessments such as Northwest Evaluation Assessment, NWEA.

The school will monitor student with AIPs and ensure that their remediation is completed.

8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

Process designed by team for curricular program

The school shall use the ADE curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards. The school will use certified teachers to help;

- create the flipped classroom type video lectures and demonstrations
- develop the lesson plans and pacing guides for the videos
- develop classroom assignments and activities that enhance the video lectures and demonstrations.
- create assessments that measure student mastery

Aligned with AR Curriculum frameworks and Common Core Standards.

The "Flipped Classroom" type videos and supporting classroom assignments will be categorized according to the corresponding ADE framework strand or Common Core cluster.

The Diploma School will use certified teachers to ensure that all the course contents reflect the strands in Arkansas' courses frameworks and that all the frameworks are covered.

Sound and rationale plan and timeline for aligning the curriculum with ADE content standards, benchmarks and performance standards.

During the staff's annual curriculum review and alignment, the staff will verify that all standards, benchmarks and performance standards are addressed in the lesson plans,

pacing guides, etc. The staff also ensures that best practices are used and recommends improvements.

Transition to Common core Standards

The Diploma School will transition its curriculum to satisfy the requirements and time frame of the Common Core Standards adoption. The school will make the conversion prior to the 2013 school year or as determined by ADE. The school will convert lessons from the Arkansas Framework strand numbering to Common Core clusters.

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.

Impact within the current public education system.

Referring to the districts' enrollment charts in Section 5, Educational needs, the number on the chart represents the disconnected students per grade level. That number multiplied by 4 represents an approximate number of targeted youth in the area between the ages of 18 and 21.

Specific geographic area served by the Diploma School

The map in the attachments shows the geographic area served by the school. Copies of the public meeting letters were sent to the superintendents of the districts. The certified mail receipts for these letters are attached.

Information on school districts within the geographic areas

The bar graph in Section 5, Educational needs, provides data about the loss of enrollments for the districts in the area.

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.)

Annual Progress Report defines the academic progress and how data is measured, analyzed and reported

**Documenting student performance data within the timeline required by Standards
And dissemination of the annual report to stakeholders**

Section By November 15 or a date determined by state law, the school shall publish an annual report to the public in the local newspaper or in a letter mailed to the parents. The report will detail the school's progress toward goals, accreditation status and proposals to correct deficiencies.

The Board shall hold a public meeting by November 15, or by the date determined by state law, to review and discuss the annual report detailing the school's progress toward goals, accreditation status and proposals to correct deficiencies. Documentation of this meeting may include minutes of the meeting, the agenda including progress toward goals.

Report to the ADE Charter school office

The school will provide a progress report and updated data to the ADE Charter school office by the deadline determined by ADE.

ACSIP

The school shall develop, with appropriate staff and community participation a comprehensive plan. The school's goals shall be compatible with state and national education goals and shall address local needs. The plan shall be filed with and reviewed by Department annually on or about October 1st. The ACSIP will be viewable to the public through the ADE website or the school's website.

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 required by federal court or administrative order, the applicant shall furnish a copy of the order.

Attract and enroll our student body

A publicly announced and promoted Diploma School promotional campaign will be held during the first two weeks in March to promote enrollment in the school. The Board recognizes the need to engage in an aggressive campaign to reach every potential student. Many sources will be encouraged to provide leads for potential candidates, including but not limited to: the local school districts, the courts, local law enforcement, local churches and employers. Local public high schools will be invited to help reach out to their former students who have left their high schools. Of particular interest are their former students who are going to count against their adjusted cohort graduation rate. The district can improve their own adjusted cohort graduation rate by helping

enroll those students in the Diploma School. Once their disconnected students enroll in the Diploma School, the students will be removed from the denominator in their graduation rate formula.

Enrollment process is open, fair and in accordance with applicable law

Enrollment forms will be made available for completion from March 1-15. The Diploma School will hold an enrollment process that is open, fair and in accordance with applicable law.

Guarantee of a random, anonymous lottery process if more students apply than can be accommodated

If more applicants enroll in the school than are spaces available a public lottery will be held on the first weekday after March 15th to draw for the names of students that will fill the school. The names of the students not selected will be saved in the event a selected student relinquishes his/her slot. If an opening comes available, another name will be pulled, by random selection, from that lottery pool.

In the years that follow, existing students wishing to return for the next year are not required to enter the lottery pool. Returning students are required to complete an "intent to return" to the school before March 15th.

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.*

Job duties of school director and other key personnel. Outline the professional qualifications required for administrators, teachers, counselors, etc. The staffing plan outlines the types and numbers for administrators and number of positions to be filled at the Diploma School. The salary schedule is attached.

The COO will serve part-time as the school's superintendent. The COO must have a bachelor's degree, be experienced with school administration and APSCN's SMS and FMS. Preferably, the COO should have a master's degree and have experience with managing a charter school. The COO will oversee responsibilities such as

Standards of Accreditation
Statewide Information System, SIS
Board relations and policies
Compliance to the Charter
Charter renewal
Long range planning

Quality Management System
AR Governor's Quality Award
Legal issues
Monitor Commissioner's memos
Ensure all ADE reports are filed
Maintain job descriptions

- Research and Development
- Teacher training
- Highly Qualified assurance
- NSLA
- Food services and nutrition
- Liaison with Educational coop
- Curriculum and Instruction
- Testing and Assessments

- Creating Master Schedule in APSCN
- Initial and Annual Tier 1 training
- Equity compliance report and assurance
- ALE Reports & Program description
- APSCN Student Management System
- Cognos
- Triand
- APSCN Cycle reports

The **CFO** will serve part-time as the school's business manager. The CFO must have a bachelor's degree, be experienced in school finance and familiar with the financial side of APSCN. Preferably, the CFO should have a master's degree or higher and worked with APSCN's Financial Management System (FMS). The CFO will oversee responsibilities such as

- Business manager
- ACSIP development and submission
- Technology Plans & E-rate
- Federal Programs Coordinator
- Schedule the Annual Audit
- School Budget, Sept 30th
- Monthly financial reports
- APSCN Financial Cycle reports
- Security Policy
- Salary schedules
- Annual Report by Aug 31
- Arkansas Retirement System

- State and Public School Employee insurance Program
- Procurement and bidding
- Statewide Information System, SIS
- EDGAR
- Equipment inventory
- NSLA
- Initial and Annual Tier 1 training
- Schedule annual audit by year's end
- Write grant applications
- Work financials with Educational Coop
- Promotional events

The **School Director** will serve as the campus principal. The School Director must have a bachelor's degree, and preferably, a master's degree. The School Director will oversee the day-to-day operation of the school including

- Manage student data
- Control student records and transcripts
- Control schedules and grades
- Report attendance
- Set student and staff discipline
- Manage staff
- Records staff professional development
- Offer student activities
- Review student handbook
- Evaluate transfer students' credits
- Set up Parent Center
- Arrange building inspections
- Conduct safety and fire drills

- Ensure compliance with IDEA
- Ensure criminal background for staff
- Ensure child mistreatment checks
- Comply with Special Education
- Schedule Parent Teacher Conference
- Recruit targeted student
- Enroll and retain students
- Plan Closing Achievement Gap efforts
- Have community involvement
- Guide graduation and diplomas
- Delegate student functions and activities
- Review lesson plans or pacing guides
- Recruit and recommend teachers

Evaluate teachers
Observe classrooms
Serve as Instructional leader
Serve as Office of Teacher Quality Repr

Plan Minority Teacher Recruitment
Ensure Parent Involvement Plan
Publish Annual School Performance Re
Purchase goods up to \$10,000.

The Diploma School asks for the waiver on teacher certification. But the teachers must meet the highly qualified teacher status requirements.

The Diploma School will use certified teachers as the ACTAAP Test Coordinator and to administer the state mandated assessments as required by ADE.

The school will use certified teachers as required for its Special Education programs.

The school will consult with certified teachers when creating its blended digital learning.

The professional standard that all employees will be held to:

All staff members will uphold the professional code of ethics and conflict of interest.

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.

Business Office and managing fiscal responsibility

The Diploma School system will have a formal business office with the CFO acting as a business manager. The CFO will work with the local education cooperative(s) in composing and preparing the school's annual budget and financial reports for the school board's input and approval. The upcoming year's annual budget will be created and approved by the Board on or prior to September 30 or the date determined by ADE.

Procurement Activities

The Diploma School has a draft of the Purchasing and procurement policy. This policy is available to ADE upon request. The policy includes bidding procedures.

Qualifications of personnel

See Section 12 for the list of requisite qualifications of the CFO.

Annual budget timeline

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

Two-year Budget Estimate

The Budget Worksheet has been developed for application purpose. It is formatted to expedite the application process and does not include funds that are not presently guaranteed and does not include one-time grants such as the Charter School Program Implementation grant.

Budgeting for student enrollment

Year One: Enrollment – 150students
Grade levels – 11th grade

Year Two: Enrollment - 200 students
Grade levels – 11th and 12th grades

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

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education.

Budgeting for Staff

The Diploma School will use mostly adjunct, part time instructors. The rate paid per half-unit course is \$1600. The equivalent full time teacher, at seven classes per semester, would earn \$22,400 per year. Number of Positions, is stated as the full time equivalent (FTE) of each position.

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

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. Act 993 of 2011 requires that the Division of Legislative Audit conduct every new charter school's first-year audit unless the State Board approves otherwise. If the school wishes to utilize a licensed accountant or licensed certified public accountant to perform the first-year audit, please identify the accountant by name, firm, address, and phone number. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.

Schedule the Audit

The Diploma School's entity, OCBA, Inc. has worked with a Little Rock auditor. Therefore Hudson Cisne will conduct the Diploma School's first-year audit. Their contact information is listed below.

Hudson Cisne & Co. LLP
Rami Kassissieh, CPA
11412 Huron Lane
Little Rock, AR 72211 (501)221-1000

The audit will be scheduled prior to the start of the new fiscal year.

Information needed to be reported to ADE

The schedule of statutes required by ADE to be addressed in independent auditor's report on compliance include;

Bidding & Purchasing commodities
School officials prohibited from Sales
Collateralization & Investments
Deposit of Funds
District Finances
 Bonded & non-bonded Debt,
 District School Bonds
 Petty Cash,
Investment of Funds
Management of Schools
 Board of Directors
 District Treasurer - Warrants
Management letter for Audit
Nonrecurring Salary Payments
Revolving Loan Fund
Salary Laws
School Elections

Teachers and Employees
 Personnel Policies
 Employment & Assignment
 Teacher's License Requirement
 Contracts
 Certification Requirements
 Fair dismissal Act
 Sick leave policies

Teacher Salaries, the Minimum
 Foundation
Program Aid Act
Teacher Salary Fund
Trust Funds
Use of Contractors, Improvement
 Contracts
Use of District M & O Millage

Information reported to the community

The audit will be posted on the school website.

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

Diploma School organizers are experienced in the required state educational data reporting system, APSCN and met full Standards of Accreditation

The Diploma School will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting both education data and financial data, including grant funds or private donations received directly by the charter school itself. The Diploma School will comply with all state statutory requirements regarding the APSCN educational data reporting system including submitting electronic transcripts.

All funds will be accurately entered and maintained in the APSCN financial database, with donations, state funds, and federal funds separated accordingly.

The Diploma School organizers are experienced with every side of the financial side, FMS and of the student side, SMS of APSCN. The Diploma School organizers completed APSCN Initial, Tier 1 and Tier 2 training in the 2008, 2009 and 2010.

In 2008, the organizers started up the APSCN system for OCABS Charter School, utilizing help from the local educational cooperative. The organizers maintained the OCABS APSCN system for the school's first two years of operation.

In its first two years, OCABS earned full Standards of Accreditation without even a cite. In the second year, the organizers hosted the Standards unit for an on-site review and again earned full Standards of Accreditation without even a cite.

Some of the specific duties regarding establishing and operating APSCN are identified in Section 12, Job Descriptions.

16. *Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.*

Experience with school facility needs

The Diploma School organizers established and opened the OCABS Charter School in 2008. The organizers prefer a facility, such as a warehouse space, where the school can rent a portion of the space and have plenty of room to expand as needed. The organizers are experienced with erecting walls and building out classroom spaces. The organizers are experienced with safety and health inspections needed for the facility including the requirements for Fire Marshall's approval. This approval must be in hand before the school can open. The organizers are experienced with making a warehouse space IDEA compliant.

Use only space needed with option to expand

The facility is a former retail business that has been vacant for years. The facility layout is a large open store room floor. There is over 12,000 square feet available. We will use volunteers to frame out the classrooms that we need. We pay rent only for the space that we are using. We will be allowed to add classrooms as we increase enrollment.

Maintenance and repair of facility

The owners will maintain the roof, parking lot, building HVAC, lighting and electrical, plumbing and building exterior.

Facilities utilization and Lease Agreement

The ADE supplied form has been completed and is attached. The building owners understand and invite representatives from ADE to visit the site within the next couple of months. The building meets code for the school.

There are no relations with the property owners

There are no relationships with the facility owners and anyone associated with the entity board, or anyone who has been helping to get the school started up, or anyone who has expressed an interest in working for the school if it is approved.

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,

There are none.

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

There are none.

(3) *The eligible entity sponsoring the open-enrollment public charter school, or*
There are none.

(4) *Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.*
There are none.

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.

The school facility already complies 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 during the ADE inspection, a nonconformance is discovered, we will repair or fix the facility to meet the requirement.

The facility's zoning allows usage of this building for a school.

No liquor stores are within 1000 feet of the facility.

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

Conflicts of Interest

There are no conflicts of interest among the individuals involved with this proposed charter school. There are not any family or financial relationship between any of the following.

(A) *Any other individual specifically identified by name in Section A of the Application;*
There are none.

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

There are no contracts with anyone regarding employment or services at the school should the charter be approved.

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

There are none.

For the purpose of this Standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;*
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; or*
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.*

There are none.

18. Describe the manner in which the school will make provisions for the following student services unless a waiver is being sought:

Under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The Diploma School cannot waive the responsibility of providing services for students with disabilities.

A. Guidance Program

The Diploma School will utilize the counselors and the TRIO staff at the local college to assist the students with long term goals and opportunities.

The Diploma School advisor will maintain the students' permanent records on APSCN and ensure that the students are current in their course requirements and have been coached about college and scholarship opportunities. The advisor will evaluate incoming transfer students' transcripts for assignment of credit. The advisor will evaluate the students' career interest forms. The advisor will advise the students about the coursework and/or skills training that meet their interests. The advisor will consult with the parents and students about the SMART Core Curriculum policy.

Area counseling agencies

As with the OCABS Charter School, the Diploma School will work closely with area counseling services such as Mid-South Health Systems and Families, Inc., Arkansas Counseling Services

B. Health Services

Cooperative Support Component:

The Diploma School will contract with the local health department or health services supplier to provide health care services for the students, including vaccination and health screenings.

The Diploma School office will secure the students medical release forms.

C. Media Center

The Diploma School will utilize the local library and college library for its students.

The Diploma School's computer lab will give students access to media services. The lab will have a networked computer dedicated to administrative purposes only.

The Diploma School will support technology as a tool for learning.

D. Transportation

The Diploma School seeks a waiver for transportation.

E. Special Education

The Diploma School will focus on the special needs of its students. It is anticipated that about 5% the students will have an IEP. It is particularly important that the Diploma School meet the needs of students with IEP because this program may be the last opportunity that many of the students have to access special education. The local GED does not have a special education component and the young people with an IEP may never score high enough on the TABE to be able to enter these programs.

Special Education Process

The Diploma School will exercise a continuous effort to identify, locate and screen our students in need of services. The school will use a formal, ongoing referral process for reviewing information related to the students' special needs and an assessment and reassessment process to determine specific areas of need. The school will have IEP planning to determine the students' educational needs based on assessment data and completing the written IEP program. The school ensures delivery of the instructional programs and placements. The Diploma School will staff or outsource the required and qualified personnel to meet the students' needs. The Diploma School will consider contracting with the Arkansas Public School Resource Center, APSCR to provide the school level special education services. The school facility will allow students with disabilities to interact with students who do not have disabilities. Parent involvement and due process will be followed in reference to parental rights in all aspects of acquiring, developing, planning and implementing special education services. Diploma School will focus on pre-service and in-service needs in order to plan a special

education program. The school will collaborate with agencies that serve special needs students. The school will evaluate and utilize instructional resources including supplies, equipment and instructional materials. The school will coordinate the other educational programs to provide special education within the context of all other educational programs. The Diploma School will budget resources to purchase or obtain supplies, materials, equipment, services and personnel required to provide programs for special services. The school governance administers the structure and long-range plans that support the operation of the Diploma School special education system.

F. Alternative Education

The Diploma School is an alternative education facility and expects to have students in our ALE program.

G. Gifted and Talented Program

OCABS will seek waiver for Gifted and Talented programming.

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

The Diploma School will comply with all federal guidelines for students with disabilities in providing services and all aspects of IDEA.

19. 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.

Not Eligible for ADE's Child Nutrition

The Diploma School organizers have been in contact with ADE's Child Nutrition office. The hours of operation of the Diploma School may prohibit the proposed school from participating in the traditional lunch program. Ms. Wanda Shockey, Child Nutrition Director is asking the National School Lunch Program office if the Diploma School can obtain an exemption from the hours of service requirement. If this limitation is lifted and permission is granted, the Diploma School will participate in ADE's Child Nutrition program.

Modified Food Service

If the Diploma School cannot participate in the national and state Child Nutrition program, the Diploma School will provide a modified food service for its students.

The modified food service will utilize assistance from agencies such as the Arkansas Food Bank and Arkansas Department of Human Service's Special Nutrition Program.

The modified supper may include a cold sandwich food line, hot dogs, pizza, salad bar, milk and juice. Refer to the attached bell schedule for the time blocked for supper.

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

How parents or guardians can make a positive impact

The draft of the Parent Involvement Plan outlines the involvement of parents, staff and community in the decision-making of the school. This plan includes parents, students, employees and the community's help in carrying out the terms of this charter. The plan will be completed and mailed to ADE by the 1st of November or on the date due. If applicable, the Title I District Parent Involvement Policy will be included in the plan. This plan draft is available to ADE upon request.

These parents, guardians, students and community members may also make up the school's "Closing the Achievement Gap" committee and the ASCIP development committee.

*21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.***

Waivers from Title 6 of Arkansas Code Annotated (Education Code)

- | | |
|---------------------------|--|
| 6-10-106 | Uniform dates for beginning and end of school year |
| | The Diploma School will be a year round program. |
| 6-13-608 | Length of Director's terms – Board is elected pursuant to nonprofit bylaws |
| 6-13-611 | Vacancies Generally – “ |
| 6-13-614 | Districts with five directors and fewer than 150 pupils “ |
| 6-13-616 | Qualifications of Directors “ |
| 6-13-617 | Qualifications of Directors “ |
| 6-13-619 | Meetings – “ |
| 6-13-620 | Powers and duties “ |
| 6-13-630 | Election by Zone and at Large “ |
| 6-13-634 | School District Board of directors – Size – “ |
| 6-14-101 through 6-14-122 | General Election Laws-School Boards – “ |

- The Diploma School Board will be elected as explained in Section 3 of this application, and pursuant to the non-profit bylaws.
- 6-15-1004 Qualified teachers in every public school classroom –
Will use highly qualified teachers as determined by federal requirements
- 6-15-902 (c)(3) Weighted credit for concurrent credit
The Diploma School will award weighted credit for 2nd year (sophomore) level college courses that a student is using for a core course graduation requirement. See attached Weighted Credit matrix with ACTS
- 6-15-1005 Safe, Equitable and Accountable Schools
- 6-16-102 School Day
Diploma School will use an extended school day
- 6-16-124 Arkansas History-Required Social Studies course
Diploma School students should not be required to make this half credit up if they did not take the course in 7th or 8th grade.
- 6-17-111 Duty-free lunch
Staff will eat with the students.
- 6-17-114 Daily Planning Period
Staff will not have a paid daily planning period.
- 6-17-201 Personnel policy requirements – will use mostly part time instructors
- 6-17-203 Committee for each school district (Personnel Policy Committee) – “
- 6-17-302 Public school principals-Qualifications and responsibilities
The school will use a director instead of a principal. Many of the director’s responsibilities are listed in the Job Description section of this application.
- 6-17-309 Certification – Waiver
- 6-17-401 Teacher’s license requirement – Will use highly qualified status instructors
- 6-17-418 Teacher certification – Arkansas history – “
- 6-17-901 through 6-17-922 AR Teachers’ Salary Law
- 6-17-1001 Minimum base salary—Master’s degree
The school may use a performance based salary schedule.
- 6-17-1002 Salary Amount – Annual review
- 6-17-1501 through 6-17-1510 Subchapter 15 Teacher Fair Dismissal
Employees will be afforded constitutional due process in all dismissals.
- 6-17-1702 through 6-17-1705 Subchapter 17 Public School Employee Fair Hearing Act
Employees will be afforded constitutional due process in all dismissals.
- 6-18-223 Credit for college classes.
Diploma School students can substitute college classes for additional high school requirements as noted on the attached concurrent credit matrix. The Diploma School will pay the students’ college tuition, fees and books for the dual enrolled college courses
- 6-20-1402 through 1407 Minimum School House Construction Standards
The Diploma School will meet all requirements regarding health and safety as well as the ADA and IDEA. The school will be built inside an existing warehouse space but will meet all health, safety and IDEA requirements.
- 6-24-106 Administrators
The school COO and CFO will have at least a Bachelor’s degree and a business background. Most of the administrator’s responsibilities are listed in the Job

Description section of this application. The salary is commensurable with performance, years of experience and level of graduate college work per the salary schedule found in the Appendix.

Waivers from SBE Rules and Regulations

Licensed Guidance counselors

The Diploma School will use a school advisor, local college counselors-TRIO and mental health counselors

Gifted and Talented Program Approval Standards

The Diploma School will focus on basic skills and workforce preparedness.

Licensed Library Media Specialist

The Diploma School will utilize the services of local public libraries

Minimum Schoolhouse Construction

The Diploma School will maintain a safe facility for its students.

Waivers of Minimum Salaries for Certified Personnel

The school will use adjunct and other part-time personnel.

Waivers from Standards for Accreditation

Standard IV Rule 9.03.4.13.9 Courses taught on a semester basis

The Diploma School will schedule all 38 units on its Master Schedule in ASPCN but if the full or half course is not needed by any student for graduation, the course will not have to be taught.

Standard V, Rule 10.01.2 190 day contract for teachers

The Diploma School will use adjunct and part time teachers

Rule 10.01.3 Ten days of professional development

The Diploma School will use adjunct and part time teachers

Rule 10.01.4 Six hour day

The Diploma School will split the 30 hour week over six days

Rules 10.02.5 Class Size and Teaching Load

The Diploma School will use work skill programs. One teacher may need to oversee more students than this rule allows.

Standard X (15.0 Personnel)

Rules 15.01 – 15.03.7 School District Superintendents & Principals

The school administrators will have at least a Bachelor's degree.

Rule 15.04 Professional Development and In-Service Training

The Diploma School will use part time and adjunct faculty and they will be scheduled to teach at different and various school sessions during the year. The faculty will be trained and their professional development records will be maintained by the School Director.

Standard XI., Support Services

Rule 16.01.3 Guidance and Counseling

The School will use a part time advisor to provide counseling services

Rule 16.02 Media Services

The School will utilize local libraries

Rule 16.03 Health

The School will use contracted services to provide the health program
Standard XIII. Gifted and Talented Education
Diploma School students will focus upon the basic courses.

22. 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.

The Diploma School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools. The Diploma School will not impact any desegregation order. There are no federal desegregation orders in the area where this charter school is being proposed.

Attachment 1-1 Concurrent Credit/Weighted Credit and Course Code Approval Diploma School Weighted Credit and Course Code Approval

The Diploma School students take concurrent enrollment college course from sources such as the local colleges and the Arkansas Early College High School. These classes will satisfy graduation requirements as listed in this course code matrix. On our master schedule, these courses may also count toward our 38 required credits.

Revised August 28, 2011

ADE Course code	Equivalent high school course title http://www.apsca.org/s/s/hr/CourseCodeListing1112.pdf	Community college, technical college, four-year college or university courses identified by the ADHE's Arkansas Course Transfer System, ACTS codes. http://acts.adhe.edu/studenttransfer.aspx . The ACTS code courses may satisfy high school graduation requirements. We will not limit the number of concurrent enrollment courses that our students may take for graduation credit.
<i>The three-hour ACTS courses listed below satisfy one unit of graduation requirements for the ADE course paired in this matrix or for any one-unit Career Focus elective. Weighted credit may be awarded for these concurrent enrollment college classes if the college course is at least a college sophomore level class and its is used to satisfy graduation requirements for English, Science, Math, Social Studies, Art or Foreign Language courses on the student's transcript.</i>		
410000/1000 412000/3000	English 9 or 10 English 11 or 12	ACTS courses beginning with ENGL, such as: ENGL 1013 Composition 1, or ENGL 2023 Introduction to Technical Writing
414000 414010 416000	Oral Communica. (Speech/Drama)	ACTS courses beginning with SPCH or DRAM, such as: SPCH 1003 Intro to Oral Communication, or DRAM 1003 Theatre Appreciation
415000	Journalism	ACTS courses ENGL 2013 Introduction to Creative Writing, or ENGL 2023 Intro. to Technical Writing, or BUS 2013 Business Communications
420000	Biology	ACTS courses beginning with BIOL, such as: BIOL 1014 Biology and Lab
424030	Anatomy & Phys	ACTS courses beginning with BIOL, such as: BIOL 2404 A & P and lab
423000	Physical Science	ACTS courses beginning with PHSC, such as: PHSC 1004 Physical Science & Lab
421000	Chemistry	ACTS courses beginning with CHEM, such as: CHEM 1004 Chemistry I and Lab
425010	Earth Science	ACTS courses beginning with GEOL, such as: GEOL 1114 Physical Geology&Lab
422000	Physics	ACTS courses beginning with PHYS, such as: PHYS 2014 Physics I & Lab
430000	Algebra I	ACTS courses beginning with MATH, such as: MATH 1003 College Math
431000	Geometry	ACTS courses beginning with MATH, such as: MATH 1203 Plane Trigonometry
432000	Algebra II	ACTS courses beginning with MATH, such as: MATH 1103 College Algebra
433000	Pre-Cal/Trig	ACTS courses beginning with MATH, such as: MATH 1305 Pre-Calculus
439030	Calculus I plus Calc. II, (1.5 units)	ACTS courses identified as being Calculus and beginning with MATH, such as: MATH 2405 Calculus I (5 hour course)
439050	Transition Math	ACTS courses beginning with MATH or BUS, such as: MATH 2203 Survey of Calculus
439090	Statistics	ACTS Statistics courses beginning with MATH or BUS, such as: MATH2103 orBUS 2103
441000/10	French I or Fren II	ACTS courses beginning with FREN, such as: FREN 1013 French I
440000/20	Spanish I or Spa.II	ACTS courses beginning with SPAN, such as: SPAN 1013 Spanish I
442000/10	German I or Ger. II	ACTS courses beginning with SPAN, such as: GERM 1013 German I
450000-40	Art I or Art II or III	ACTS courses beginning with ARTA, such as: ARTA 20023 Art Survey,
450010	Advanced Art	ACTS courses beginning with ARTA, such as: ARTA 1003 Art Appreciation
452000/40	Vocal Music I or II	ACTS courses beginning with MUSC, such as: MUSC 1003 Music Appreciation
460000	Computer Applic.	ACTS courses beginning with BUS and CPSI, such as: BUS 1103 Keyboarding, CPSI 1003
470000	American History	ACTS courses beginning with HIST, such as: HIST 2113 United States History 1
471000	World History	ACTS courses beginning with HIST, such as: HIST 1113 World Civilizations I
472100	Civics or Government	ACTS courses beginning with PLSC, such as: PLSC 2003 American Nat'l Govern
473000	Arkansas History	ACTS courses beginning with PLSC, such as: PLSC 2103 State & Local Gov.
474300	Economics	ACTS courses beginning with ECON, such as: ECON 2103 Macroeconomics
474400	Psychology	ACTS courses beginning with PSYC, such as: PSYC 1103 General Psychology
474500	Sociology	ACTS courses beginning with SOCI, such as: SOCI 1013 Intro. to Sociology
474600	World Geography	ACTS courses beginning with GEOG, such as: GEOG 2103 World Geography
480000	Health/Safety	ACTS courses beginning with HEAL, such as: HEAL 1003 Personal Health
Career Focus Electives		
<i>On our master schedule, these courses may count toward the required nine units in three areas of career focus.</i>		
College Prep/ Remedial Courses	Examples: Basic Math, College Writing, Basic Reading	If the student earns at least a "C", the three-hour college developmental education course shall satisfy the graduation requirement for a one-half unit of high school math (for a College Prep math class) or English (for a College Prep reading or writing course) or Career Focus.
Technical Classes	Examples: Welding, Medical Professions	Any three hour course that leads to any Technical degree (Associates or Bachelors) or Technical Certification will satisfy a one-half unit of career focus graduation requirements

Attachment 1-2 – Courses offering but not required to teach if no student needs the unit or half unit

2012-2013 Diploma School Student Schedule Planner

Dear Students and Parents;

The following courses are offered on the Diploma School master schedule. If there is a course listed that no students sign up to take the course or half of the course will not be taught. These courses are evaluated annually to ensure that they align with state required curriculum frameworks. Please use this information when considering you/your student's schedule for this school term. Please note the graduation requirements listed the Student Handbook (also posted on the school web-site). The Diploma School offers our students, who qualify and complete all requirements and forms, the option of concurrent enrollment college credit.

Language Arts (6 units) ___ 9 th Grade English ___ 10 th Grade English ___ 11 th Grade English ___ 12 th Grade English ___ Journalism ___ Speech/Oral Communications ___ Drama (1/2 unit) ___ AP 12 th Grade English ___ English/Concurrent Credit ___ College Prep English ___ Speech, ½ unit/Concurrent Credit ___ Drama, ½ unit/Concurrent Credit ___ Journalism/Concurrent Credit	Science (5 units) ___ Biology with Lab ___ Chemistry with Lab ___ Physics with Lab ___ Physical Science with Lab ___ Environmental Sc. with Lab ___ AP Biology ___ Biology/Concurrent Credit ___ Chemistry/Concurrent Credit ___ Physics/Concurrent Credit ___ Geology/Concurrent Credit ___ Physical Science/Concurrent Credit	Mathematics (6 units) ___ Algebra I* ___ Geometry* ___ Algebra II* ___ Algebra A ___ Algebra B ___ Algebraic Connections ___ Pre-calculus/ Trigonometry* ___ Transition To Math ___ Statistics ___ AP Calculus ___ Math/Concurrent Credit ___ College Prep math
Foreign Language Arts (2 units of same language) ___ French I ___ French II ___ Spanish I ___ Spanish II ___ Spanish I/Concurrent Credit ___ Spanish II/Concurrent Credit	Fine Arts (3 ½ units) ___ Art ___ Instrumental Music ___ Vocal Music ___ 1/2 unit of Advanced Music ___ 1/2 unit of Advanced Arts ___ 1/2 unit Survey of Fine Arts ___ Art/Concurrent Credit ___ Advanced Art/Concurrent Credit	Computer Applications (1 unit) ___ Computer Application 1 & 2 ___ EAST Lab 1& 2 ___ Computer App/Concurrent Credit Health & Safety Education Physical Education (1 ½ units) ___ Physical Education ___ ½ unit health & safety educa ___ Physical Education/Concurrent Credit ___ Health/Safety concurrent Credit
Social Studies (4 units) ___ American History* ___ World History* ___ Civics/government* ___ 1/2 unit of AR History* ___ Psychology (1/2 unit) ___ Sociology (1/2 unit) ___ Economics (1/2 unit) ___ AP World History ___ American History/Concurrent Credit ___ World History/Concurrent Credit ___ Government/Concurrent Credit ___ Sociology/Concurrent Credit ___ Psychology/Concurrent Credit ___ Economics/Concurrent Credit	Examples of Career & Tech Education (9 units of sequenced courses in 3 areas) Advanced Manufacturing ___ Intro to Advanced Manufacturing ___ Manufacturing Production Processes ___ Design for Manufacturing ___ Manufacturing Power & Equipment Systems Automotive Services Technology ___ Suspension & Brakes ___ Steering ___ Electric Systems Medical Professions ___ Anatomy & Physiology I & II ___ Intro to Med Procedures ___ Medical Procedures ___ Medical Terminology ___ Abnormal Psychology ___ Medical Clinical Internship Welding ___ Metal Fabrication ___ Gas Metal Arc ___ Shielded Metal Arc ___ Gas Tungsten Arc Culinary Arts Tourism and Entertainment Community Service and Workforce Readiness ___ College Prep Basic Math ___ College Prep Beginning Algebra ___ College Prep Intermediate Math ___ Personal Development with Team Blding ___ College Prep Reading ___ College Prep Adv Read ___ College Prep College Writing ___ College Prep Intro to Composition	

Thank you for your support of Diploma School.

_____ School Director March 2012

His dissertation, titled "Operating System Transactions," was awarded the Bert Kay Outstanding Dissertation Award by the UT Computer Science Department.

Porter is a 1999 graduate of Jonesboro High School and 2003 graduate of Hendrix College.

After graduation he joined the computer science faculty of Stony Brook University on Long Island. Stony Brook University is part of the State University system of New York.

Harris of Jonesboro wins business society award

JONESBORO — Brad Harris, a Jonesboro native, has delivered a national first-place award to the Williams Baptist

Harris qualified for nationals by taking first place in the same category at the Arkansas PBL competition in April. It is a 2-phase competition with participants taking a test in the first phase, and the top 10 contestants moving on to a case analysis phase.

In the case analysis round the student has 20 minutes to read a case study and develop solutions for the business and present the decision to a panel of judges who are professionals in the field of marketing.

said Summer DeProw, chairwoman of WBC's business department.

Harris graduated from WBC in May with a bachelor's degree in business administration.

there are no tombstones and a huge percentage of the graves have flowers on them. The graves are marked with flat memorial markers, which are designed with a vase that rises above the marker when in use and inserts into the marker when not in use so it too lies flat.

"Some people like the fact that it is flat without obstructions and you can just see flowers," McDonald said.

"The ones that have flowers in them are the ones people visit, which is most of them," Martin said.

for maintenance of the grounds. McDonald said the state cemetery board is there to protect the consumer.

You Are Invited

To A Public Meeting To Hear
About A New Charter School On
Tuesday, August 23rd 6:00 PM
Parker Ctr. 1522 N. Church, Jonesboro.

For Details Check Website:
www.diplomaschool.org

Attachment 1 – Jonesboro

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 in which the school will likely be located. The notices ran the weeks of August 1st, August 8th and August 15th in the Jonesboro area newspaper, The Jonesboro Sun.

B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper. The notices ran as "display ads" in the main section of the paper.

C. The last publication date of the notice shall be no less than seven days prior to the public meeting. The last notice ran on August 15th which was eight days before the August 23th 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 of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

The letters were sent by certified mail within four days of the first publication. The certified mail receipts are provided on these pages. The letters were sent to the superintendents of the Jonesboro, Brookland, Nettleton, Westside and Valley View districts. The letter was also sent to the superintendent of the Green County Tech district because it is contiguous to Jonesboro's district.

Attachment 1-4: Public Hearing notice (applicant's attachment)

U.S. Postal Service
CERTIFIED MAILTM RECEIPT
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For delivery information visit our website at www.usps.com

OFFICIAL USE

JONESBORO AR 72401

Postage	\$ 0.44	0770
Certified Fee	\$2.85	02 Postmark Here
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	

Total Postage \$3.29 08/04/2011

Sent To **JONESBORO SCHOOLS**
DR. KIM WILBANKS
2506 SOUTHWEST SQUARE
JONESBORO, AR 72401

PS Form 3800, August 2006 See Reverse for Instructions

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Certified Fee	\$2.85	02 Postmark Here
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	

Total Postage \$3.29 08/04/2011

Sent To **NETTLETON SCHOOLS**
MR. JAMES DUNIVAN
2816 PROGRESS DRIVE
JONESBORO, AR 72401

PS Form 3800, August 2006 See Reverse for Instructions

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Postage	\$ 0.44	0770
Certified Fee	\$2.85	02 Postmark Here
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	

Total Postage \$3.29 08/04/2011

Sent To **VALLEY VIEW SCHOOLS**
DR. RADIUS H. BAKER
2131 VALLEY VIEW DRIVE
JONESBORO, AR 72404

PS Form 3800, August 2006 See Reverse for Instructions

WEDNESDAY
Aug. 10, 2011

Forecast Editor
Katie Cobb
(707) 925-5525

WATER LEVEL

Sunday's river and lake levels, including 7 a.m. flood stage and change.

Mississippi River		
Cape Girardeau	32	30.1 -0.1
New Madrid	34	17.8 -0.2
Tiptonville	37	20.9 -0.3
Caruthersville	32	19.6 -0.3
Osceola	28	12.6 -0.2
Memphis	34	13.2 0.1
Helena	44	20.1 0.3
Arkansas City	37	17.6 0.0
Greenville	48	29.4 -0.1
Vicksburg	43	23.4 0.0
Natchez	48	31.1 -0.2
Arkansas River		
Van Buren	22	19.3 -0.2
Ozark I.D. tw	357	338.1 -0.7
Dardanelle	32	4.1 -0.8
Morrilton	30	9.7 0.0
Saline River		
Benton	18	2.6 -0.1

Catholic-Protestant government.

Five years ago, British authorities announced they had thwarted a terrorist plot to simultaneously blow up 10 aircraft heading to the United States.

on-air conversation with a caller who she said was "hypersensitive" to racism. Schlessinger ended the conversation by apologizing. Hollywood producer David L. Wolper, 82, died in Beverly Hills, Calif.

You Are Invited
To A Public Meeting To Hear
About A New Charter School On
Tuesday, August 23rd 6:00 PM
Parker Ctr. 1522 N. Church, Jonesboro.
For Details Check Website:
www.diplomaschool.org

LIMESCALE in SHOWERS, DISHES, PIPES?

HYDRO-CARE Solves All of This and More!
HydroCare breaks down and prevents limescale damage to plumbing and appliances.

- No Salts
- Easily Clips To
- No Magnets - Main Water Pipe
- Maintenance Free

SAVES \$1200 in ENERGY & APPLIANCE WEAR!

HydroCare 1-866-980-9631
The Hard Water Solution www.beetwater123.com

Attachment 1-5: Public Hearing notice (applicant's attachment)

7010 1060 0001 5236 0859

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Certified Fee	\$2.85	02 Postmark Here
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	

Total Postage \$3.29 08/04/2011

Sent To **BROOKLAND SCHOOLS**
MR. KEVIN MCGAUGHEY
 200 WEST SCHOOL STREET
 BROOKLAND, AR 72417

PS Form 3800, August 2005 See Reverse for Instructions

7010 1060 0001 5236 0859

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Certified Fee	\$2.85	02 Postmark Here
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	

Total Postage \$3.29 08/04/2011

Sent To **WESTSIDE SCHOOLS**
DR. BRYAN DUFFIE
 1630 HIGHWAY 91 W
 JONESBORO, AR 72404

PS Form 3800, August 2005 See Reverse for Instructions

7011 0470 0002 5418 0503

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Certified Fee	\$2.85	04 Postmark Here
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	

Total Postage & Fees \$3.29 08/04/2011

Sent To **Green County Tech Schools**
Mr. Jerry Noble
 5413 W. Kings Highway
 Paragould, AR 72450

PS Form 3800, August 2005 See Reverse for Instructions

THE JONESBORO SUN

WORLD

MONDAY, AUG. 15, 2011

sums classes, ballgames and with that comes anticipation of a new era in football.

You know what makes everything tie out to positive? Marketing! There isn't one positive thing I've mentioned that doesn't result from good marketing. Successful business people always look for smart ways to grow right along with this plethora of opportunity. *PSST! That's my best suggestion - go for it!*

It takes **ONE SENT** to get it done.



Your thoughts and comments are welcome at lynn@jonesborosun.com or call me at 870-935-5525.

SCHOOL, BACK TO YOU!

50% OFF PROGRAM FEES when you enroll by 8/20/11

LOSE 20-30-40 POUNDS OR MORE!

CALL NOW!
932-TRIM
 (Not To San Francisco Brand)
 One 30 Years of Weight Loss Success

DIET CENTER

One on One Counseling • Real Food • Proven Results

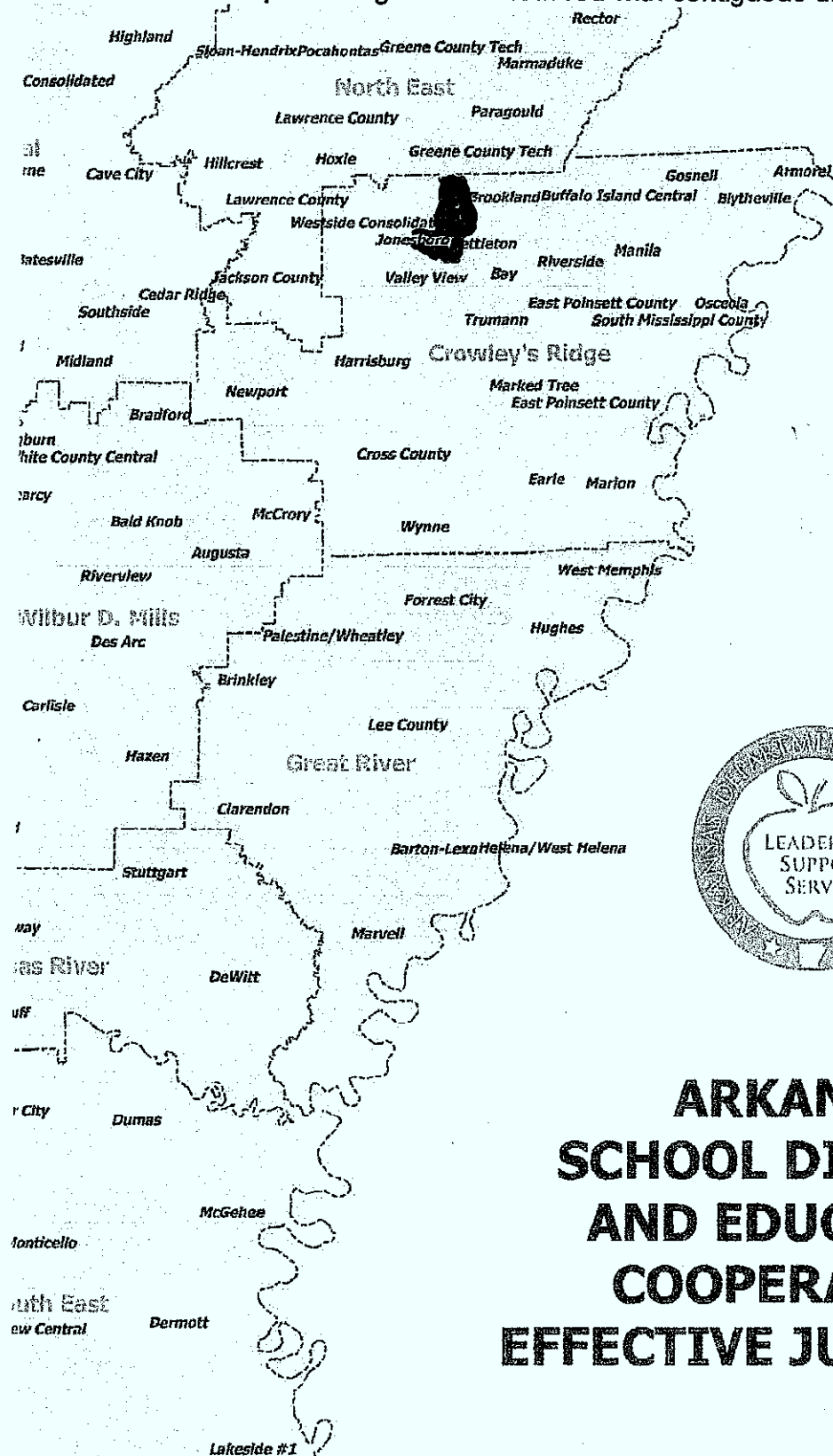
after his father's assassination more than a decade ago, had appeared all but certain of victory until defeat after losing the No. 1 the opposition announced vember runoff

You Are Invited

To A Public Meeting To Hear About A New Charter School On Tuesday, August 23rd 6:00 PM Parker Ctr. 1522 N. Church, Jonesboro.

For Details Check Website: www.diplomaschool.org

Attachment 1-6: Map showing the district in red with contiguous district(s) (applicant)



ARKANSAS SCHOOL DISTRICTS AND EDUCATION COOPERATIVES EFFECTIVE JULY 1, 2010

Attachment 1-7: Letter of Intent (applicant's attachment)

Subject: LETTER OF INTENT for An Open-enr

Submitted via certified mail to:
Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

June 23, 2011

Dear Dr. Duncan,
Please accept this letter of intent for an open-enrollment
Thank you,

Sally Wilson

Sally Wilson, OCBA, Inc.

1. 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: OCBA, Inc (Osceola, Communication, Business and Arts, Inc.). This 501(c)(3) was incorporated in 2007 and the IRS determination's TIN is 26-1309516.
2. Contact person: Sally Wilson, 851 W. Semmes, Osceola, AR 72370
Daytime telephone number 870-822-0574
FAX number 870-563-5582
e-mail address ocbainc@yahoo.com
3. Give a description of the eligible entity which will be proposing the charter; OCBA, Inc is a non-profit organization dedicated to educating Arkansas residents
4. Give the name of the proposed open-enrollment public charter school; Diploma School of Jonesboro
5. Describe the location of the proposed open-enrollment public charter school; In Jonesboro in the Jonesboro Public School district
6. Identify the grade levels of students to be served by the open-enrollment public charter school; 11 and 12
7. Provide proposed student enrollment cap for the school; 300 students
8. Provide a one-paragraph description of the purpose or special emphasis of the proposed school. The Diploma School is designed to serve 11th and 12th grade students,

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p>JONESBORO SCHOOL DISTRICT DR. KIM WILBANKS, SUPERINTENDENT 2506 SOUTHWEST SQUARE JONESBORO, AR 72401</p> <p>2. Article Number (Transfer from service label) 7010 1060 0001 5237 4160</p>		<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>Sandra Wagner</i></p> <p>B. Received by (Printed Name) SANDRA WAGNER C. Date of Delivery 6/23/11</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below:</p> <p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	

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JONESBORO AR 72401

Postage	\$	\$0.44
Certified Fee	\$	\$2.85
Return Receipt Fee (Endorsement Required)	\$	\$2.30
Restricted Delivery Fee (Endorsement Required)	\$	\$0.00
Total Postage & Fees	\$	\$5.59

06/29/2011

**JONESBORO SCHOOL DISTRICT
DR. KIM WILBANKS,
SUPERINTENDENT
2506 SOUTHWEST SQUARE
JONESBORO, AR 72401**

Attachment 2: Sample Calendar (Required)
Sample 40-Week Year-round Calendar for the 2012-13 School Year

Six 6-Week Terms plus a 4-Week Summer Term

August 2012						
S	M	T	W	H	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

October 2012						
S	M	T	W	H	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
S	M	T	W	H	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013						
S	M	T	W	H	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013						
S	M	T	W	H	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
S	M	T	W	H	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
S	M	T	W	H	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
S	M	T	W	H	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

1st Fall Term
2nd Fall Term
Oct. 30 Parent Teacher Confer.
1st Winter Term
2nd Winter Term
Feb. 19 Parent Teacher Confer.
1st Spring Term
2nd Spring Term
Summer Term

Professional Development days are disbursed throughout the year. The Diploma School staff will utilize training away from the campus and through AETN, etc.

Diploma School

Sample Bell Schedule for 6-Week Term

(Flexible school day)

Example: Full-time students enroll in all three periods. If a student is 18 years or older, he or she can enroll for less than full time classes. 2/3 FTE students enroll in two periods per week. 1/3 FTE students enroll in one period per week. This schedule allows the students time to work during the day. Some attendance credit is given for on-the-job hours. A 3-hour concurrent credit counts as 9 hours of attendance time or seat time per week.

Diploma School - Sample Daily Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-12:03						2 nd Period (3 hrs)
12:03 – 12:30						Lunch
12:30 – 3:33						3 rd Period (3 hrs)
3:45 – 5:48	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	
5:48 – 6:15	Supper	Supper	Supper	Supper		
6:15 – 8:03	2 nd Period (1 ¾ hour)	2 nd Period (1 ¾ hour)	2 nd Period (1 ¾ hour)	2 nd Period (1 ¾ hour)		
8:15 – 10:03	3 rd Period (1 ¾ hour)	3 rd Period (1 ¾ hour)	3 rd Period (1 ¾ hour)	3 rd Period (1 ¾ hour)		

Students are encouraged to enroll in concurrent credit college classes in the daytime or in other special daytime classes.

Attachment 3-2: Sample Bell Schedule – four week term (required)

Sample Bell Schedule for Summer Term

4-week term in June

(Flexible school day)

Example: Full-time students enroll in both periods. If a student is 18 years or older, he or she can enroll for less than full time classes. 1/2 FTE students enroll in one period per week. This schedule allows the students time to work during the weekday. Some attendance credit is given for on-the-job hours. A 3-hour concurrent credit counts as 9 hours of attendance time or seat time per week.

Diploma School - Sample Daily Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:30-12:03						1 st Period (2 1/2 hrs)
12:03 – 12:30						Lunch
12:30 – 3:33						2 nd Period (3 hrs)
3:45 – 6:20	1 st Period (2 1/2 hrs)	1 st Period (2 1/2 hrs)	1 st Period (2 1/2 hrs)	1 st Period (2 1/2 hrs)	1 st Period (2 1/2 hrs)	
6:20 – 6:45	Supper	Supper	Supper	Supper		
6:45 – 10:03	2 nd Period (3 hours)	2 nd Period (3 hours)	2 nd Period (3 hours)	2 nd Period (3 hours)		

Students are encouraged to enroll in concurrent credit college classes in the daytime or

Attachment 4: Facility use agreement (required)

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): Lane Land Co

Lessee (tenant): OCBA, INC. (Osceola Communication Business and Arts, Inc.)

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

Describe the present use of the facility: The building is currently a warehouse

Premises: 1901 Woodsprings in Jonesboro, AR 72401

The building is approximately 12,000 sf on approximately 7 acres of land.

Terms of Lease: Five (5) Year Primary Lease Term beginning January 1st 2012 with a 5 year option to renew.

Rental Amount: \$7,000 per month NNN "as-is".

Contingency: The terms of this agreement are contingent upon OCBA, INC. (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2012.

This is a non-binding agreement that spells out the terms of the lease agreement that will be drafted.

There are no alcohol sales within 1,000 sf from this location

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee: OCBA, INC.

Bear Butte
By Bear Butte

Date 8/30/11

Lessor: Lane Land Co

[Signature]
By Lane Land Representative

Date 8/30/11

Public Charter School Application
Estimated Budget Worksheet, Year One (2012-2013)

150 FTE students

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students 150 X \$6,144 State Foundation Funding		\$ 921,600
3			
4	No. of Students 150 X \$42.38 Professional Development		\$ 6,357
5	No. of Students 150 X \$506 eligible rate* NSLA Funding		\$ 75,900
6	Total State Charter School Aid		\$ 1,003,857
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts OCBA, Inc		
10	Federal Grants (List the amount)		
	Special Education 150 5% \$ 2,500	\$ 18,750	
11	Special Grants (List the amount)		
	Donated food valued at	\$ 10,000	
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues	\$ 28,750	\$ 28,750
15			
16	TOTAL REVENUES		\$ 1,032,607
	Full time fringe is 30%		
17	Part-time fringe is 12%		
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions, 1 and 2/3) 1.66 \$48,000	\$ 79,680	
21	Fringe Benefits 30%	\$ 23,904	
22	Purchased Services \$ -	\$ -	
23	Supplies and Materials \$ 1,000	\$ 1,000	
24	Equipment \$ 3,000	\$ 3,000	
25	Other (Describe) travel \$ 5,000	\$ 5,000	
26		\$ 112,584	\$ 112,584
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions) 13 \$22,400	\$ 291,200	
29	Fringe Benefits at 12%	\$ 34,944	
30	Purchased Services \$ 2,000 each	\$ 26,000	
31	Supplies and Materials \$ 2,000 each	\$ 26,000	
32	Equipment \$ 2,000 each	\$ 26,000	
33	Other (Describe) Travel \$ 1,000 each	\$ -	
	<i>Total Classroom Instruction</i>	\$ 404,144	\$ 404,144

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

<u>Expenditures</u>	Year One (2012-2013) (Budget Continued)	<u>Amount</u>	<u>Total</u>
34			
35 Special Education:			
36 Salaries: (No. of Positions_1/2__)	50% \$22,400	\$ 11,200	
37 Fringe Benefits	12%	\$ 1,344	
38 Purchased Services	Consultant	\$ 8,000	
39 Supplies and Materials	\$ 2,000 each	\$ 2,000	
40 Equipment	\$ 5,000 each	\$ 5,000	
41 Other (Describe) travel	\$ 1,000 each	\$ 1,000	
42 Total Special Education		\$ 28,544	\$ 28,544
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)			
50 Total Gifted and Talented		\$ -	\$ -
51 Alternative Education Program:	200 student ratio		
52 Salaries: (No. of Part-time Positions_ 0.75 at	\$22,400	\$ 16,800	
53 Fringe Benefits	12%	\$ 2,016	
54 Purchased Services	\$ 2,000 each	\$ 1,500	
55 Supplies and Materials	\$ 2,000 each	\$ 1,500	
56 Equipment	\$ 2,000 each	\$ 1,500	
57 Other (Describe) travel	\$ 1,000 each	\$ 750	
58 Total ALE		\$ 24,066	\$ 24,066
59 Guidance Services:	500 student ratio		
60 Salaries: (No. of Positions1/2___)	0.5 at \$22,400	\$ 11,200	
61 Fringe Benefits	12%	\$ 1,344	
62 Purchased Services	\$ 2,000 each	\$ 1,000	
63 Supplies and Materials	\$ 2,000 each	\$ 1,000	
64 Equipment	\$ 2,000 each	\$ 1,000	
65 Other (Describe) travel	\$ 1,000 each	\$ 500	
66 Total Guidance Services		\$ 16,044	\$ 16,044
67 Health Services:	500 student ratio		
68 Salaries: (No. of Positions__1/4_)	0.25 at \$22,400	\$ 5,600	
69 Fringe Benefits	12%	\$ 672	
70 Purchased Services	\$ 5,000 each	\$ 1,250	
71 Supplies and Materials	\$ 5,000 each	\$ 1,250	
72 Equipment	\$ 15,000 each	\$ 3,750	
72 Other (Describe)	\$ 1,000 each	\$ 250	
73 Total Health Services		\$ 12,772	\$ 12,772

74	Expenditures	Year One (2012-2013)	Amount	Total
75	Media Services:	500 student ratio		
76	Salaries: (No. of Positions_1/4__)	0.25 at \$22,400	\$ 5,600	
77	Fringe Benefits	12%	\$ 672	
78	Purchased Services	\$ 2,000 each	\$ 500	
79	Supplies and Materials	\$ 20,000 each	\$ 5,000	
80	Equipment	\$ 5,000 each	\$ 1,250	
81	Other (Describe)	\$ 1,000 each	\$ 250	
82	<i>Total Media Services</i>		<u>\$ 13,272</u>	<u>\$ 13,272</u>
83	Fiscal Services:	500 student ratio		
84	Salaries: (No. of Positions_3/4__)	0.75 at \$22,400	\$ 16,800	
85	Fringe Benefits	30%	\$ 5,040	
86	Purchased Services	Annual Audit	\$ 10,000	
87	Supplies and Materials	\$ 1,000 each	\$ 1,000	
88	Equipment	\$ 5,000 each	\$ 5,000	
89	Other (Describe) travel	\$ 3,000 each	\$ 3,000	
90	<i>Total Fiscal Services</i>		<u>\$ 40,840</u>	<u>\$ 40,840</u>
91	Maintenance and Operation:	500 student ratio		
92	Salaries: (No. of Positions_3/4__)	0.75 at \$15,000	\$ 11,250	
93	Fringe Benefits	12% Janitor	\$ 1,350	
94	Purchased Services	\$ 2,000	\$ 2,000	
95	(include utilities)	\$ 48,000	\$ 48,000	
96	Supplies and Materials	\$ 20,000	\$ 20,000	
97	Equipment	\$ 1,000	\$ 1,000	
98	Other (Describe)			
99	<i>Total Maintenance and Operation</i>		<u>\$ 83,600</u>	<u>\$ 83,600</u>
100	Pupil Transportation:			
101	Salaries: (No. of Positions__)	0 at	\$ -	
102	Fringe Benefits	12%	\$ -	
103	Purchased Services	\$ -	\$ -	
104	Supplies and Materials.	gas \$ -	\$ -	
106	Equipment	2 buses \$ -	\$ -	
107	Other (Describe)			
	<i>Total Pupil Transportation</i>		<u>\$ -</u>	<u>\$ -</u>
108	Food Services:			
109	Salaries: (No. of Positions_1/2__)	0.5 at \$15,000	\$ 7,500	
110	Fringe Benefits	12%	\$ 900	
111	Purchased Services	\$ 4,000	\$ 4,000	
112	Supplies and Materials	\$ 5,000	\$ 5,000	
113	Equipment	\$ 20,000	\$ 20,000	
114	Other (Describe) travel	\$ 2,000	\$ 2,000	
	<i>Total food Services</i>		<u>\$ 39,400</u>	<u>\$ 39,400</u>

<u>Expenditures</u>	<u>Year One (2012-2013)</u>		<u>Amount</u>	<u>Total</u>
115	(Budget Continued)			
116 Data Processing:	APSCN & Secretary			
117 Salaries: (No. of Positions_3/4__)	0.75 at	\$15,000	\$ 11,250	
118 Fringe Benefits	30%		\$ 3,375	
119 Purchased Services	\$ 2,000 each		\$ 2,000	
120 Supplies and Materials	\$ 2,000 each		\$ 2,000	
121 Equipment	\$ 5,000 each		\$ 5,000	
122 Other (Describe) Travel	\$ 1,000 each		\$ 1,000	
123 <i>Total Data Processing</i>			\$ 24,625	\$ 24,625
124 Substitute Personnel:				
125 Salaries: (No. of Positions____)			\$ 3,000	
126 Fringe Benefits	12%		\$ 360	
127 <i>Total Substitute personnel</i>			\$ 3,360	\$ 3,360
128 Facilities:				
129 Lease/Purchase (contract for one total year including facility upgrades)	\$ 10,000	12	\$ 120,000	
130 Please list upgrades:				
131				
132 Utilities (contract for one total year including facility upgrades)	see line 95		\$ -	
133 Insurance (contract for one total year including facility upgrades):			\$ 4,800	
134 Property Insurance			\$ 6,000	
135 Content Insurance			\$ 6,000	
136 <i>Total facilities</i>			\$ 136,800	\$ 136,800
137 Debt Expenditures:				
138 Other Expenditures:				
(Describe) Advertisement			\$ 3,000	\$ 3,000
(Describe) Concurrent enrollment			\$ 30,000	\$ 30,000
139 (Describe) Furniture			\$ 15,000	\$ 15,000
140				
141 TOTAL EXPENDITURES				
Revenue less expenditures				\$ 44,556

Percent of expenditures to revenue is

96%

Public Charter School Application
Estimated Budget Worksheet, Year TwoYear One (2012-2013) (2 200 FTE students

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students <u>200</u> X \$6,267 State Foundation Funding	\$	1,253,400
3			
4	No. of Students <u>200</u> X \$42.38 Professional Development	\$	8,476
5	No. of Students <u>200</u> X \$506 eligible rate* NSLA Funding	\$	101,200
6	Total State Charter School Aid		\$ 1,363,076
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts OCBA, Inc		
10	Federal Grants (List the an CSP		
	Special Education 200 5% \$ 2,500	\$ 25,000	
11	Special Grants (List the amount)		
	Donated food valued at	\$ 10,000	
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues	\$ 35,000	\$ 35,000
15			
16	TOTAL REVENUES		\$ 1,398,076
	Full time fringe is 30%		
17	Part-time fringe is 12%		
18	Expenditures	Amount	Total
19	Administration:		
20	Salaries: (No. of Positions, 1 and 2/3) 1.66 \$48,000	\$ 79,680	
21	Fringe Benefits 30%	\$ 23,904	
22	Purchased Services \$ -	\$ -	
23	Supplies and Materials \$ 1,000	\$ 1,000	
24	Equipment \$ 3,000	\$ 3,000	
25	Other (Describe) travel \$ 5,000	\$ 5,000	
26		\$ 112,584	\$ 112,584
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions) 20 \$22,400	\$ 448,000	
29	Fringe Benefits at 12%	\$ 53,760	
30	Purchased Services \$ 2,000 each	\$ 40,000	
31	Supplies and Materials \$ 2,000 each	\$ 40,000	
32	Equipment \$ 2,000 each	\$ 40,000	
33	Other (Describe) Travel \$ 1,000 each	\$ -	
	Total Classroom Instruction	\$ 621,760	\$ 621,760

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

<u>Expenditures</u>	Year Two (Budget Continued)	<u>Amount</u>	<u>Total</u>
34			
35 Special Education:			
36 Salaries: (No. of Positions_3/4_) 75%	\$22,400	\$ 16,800	
37 Fringe Benefits 12%		\$ 2,016	
38 Purchased Services Consultant		\$ 8,000	
39 Supplies and Materials \$ 2,000 each		\$ 2,000	
40 Equipment \$ 5,000 each		\$ 5,000	
41 Other (Describe) travel \$ 1,000 each		\$ 1,000	
42 <i>Total Special Education</i>		<u>\$ 34,816</u>	<u>\$ 34,816</u>
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)			
50 <i>Total Gifted and Talented</i>		<u>\$ -</u>	<u>\$ -</u>
51 Alternative Education Program: 200 student ratio			
52 Salaries: (No. of Part-time Positions_ 0.75 at \$22,400		\$ 16,800	
53 Fringe Benefits 12%		\$ 2,016	
54 Purchased Services \$ 2,000 each		\$ 1,500	
55 Supplies and Materials \$ 2,000 each		\$ 1,500	
56 Equipment \$ 2,000 each		\$ 1,500	
57 Other (Describe) travel \$ 1,000 each		\$ 750	
58 <i>Total ALE</i>		<u>\$ 24,066</u>	<u>\$ 24,066</u>
59 Guidance Services: 500 student ratio			
60 Salaries: (No. of Positions_3/4_) 0.75 at \$22,400		\$ 16,800	
61 Fringe Benefits 12%		\$ 2,016	
62 Purchased Services \$ 2,000 each		\$ 1,500	
63 Supplies and Materials \$ 2,000 each		\$ 1,500	
64 Equipment \$ 2,000 each		\$ 1,500	
65 Other (Describe) travel \$ 1,000 each		\$ 750	
66 <i>Total Guidance Services</i>		<u>\$ 24,066</u>	<u>\$ 24,066</u>
67 Health Services: 500 student ratio			
68 Salaries: (No. of Positions__1/4_) 0.25 at \$22,400		\$ 5,600	
69 Fringe Benefits 12%		\$ 672	
70 Purchased Services \$ 5,000 each		\$ 1,250	
71 Supplies and Materials \$ 5,000 each		\$ 1,250	
72 Equipment \$ 15,000 each		\$ 3,750	
72 Other (Describe) \$ 1,000 each		\$ 250	
73 <i>Total Health Services</i>		<u>\$ 12,772</u>	<u>\$ 12,772</u>

74	Expenditures	Year Two		Amount	Total
75	Media Services:	500 student ratio			
76	Salaries: (No. of Positions_1/2__)	0.5 at	\$22,400	\$ 11,200	
77	Fringe Benefits	12%		\$ 1,344	
78	Purchased Services	\$ 2,000 each		\$ 1,000	
79	Supplies and Materials	\$ 20,000 each		\$ 10,000	
80	Equipment	\$ 5,000 each		\$ 2,500	
81	Other (Describe)	\$ 1,000 each		\$ 500	
82	<i>Total Media Services</i>			<u>\$ 26,544</u>	<u>\$ 26,544</u>
83	Fiscal Services:	500 student ratio			
84	Salaries: (No. of Positions_3/4__)	0.75 at	\$22,400	\$ 16,800	
85	Fringe Benefits	30%		\$ 5,040	
86	Purchased Services	Annual Audit		\$ 10,000	
87	Supplies and Materials	\$ 1,000 each		\$ 1,000	
88	Equipment	\$ 5,000 each		\$ 5,000	
89	Other (Describe) travel	\$ 3,000 each		\$ 3,000	
90	<i>Total Fiscal Services</i>			<u>\$ 40,840</u>	<u>\$ 40,840</u>
91	Maintenance and Operation:	500 student ratio			
92	Salaries: (No. of Positions_3/4__)	0.75 at	\$15,000	\$ 11,250	
93	Fringe Benefits	12% Janitor		\$ 1,350	
94	Purchased Services	\$ 2,000		\$ 2,000	
95	(include utilities)	\$ 48,000		\$ 48,000	
96	Supplies and Materials	\$ 20,000		\$ 20,000	
97	Equipment	\$ 1,000		\$ 1,000	
98	Other (Describe)				
99	<i>Total Maintenance and Operation</i>			<u>\$ 83,600</u>	<u>\$ 83,600</u>
100	Pupil Transportation:				
101	Salaries: (No. of Positions___)	0 at		\$ -	
102	Fringe Benefits	12%		\$ -	
103	Purchased Services	\$ -		\$ -	
104	Supplies and Materials gas	\$ -		\$ -	
106	Equipment 2 buses	\$ -		\$ -	
107	Other (Describe)				
	<i>Total Pupil Transportation</i>			<u>\$ -</u>	<u>\$ -</u>
108	Food Services:				
109	Salaries: (No. of Positions_3/4__)	0.75 at	\$15,000	\$ 11,250	
110	Fringe Benefits	12%		\$ 1,350	
111	Purchased Services	\$ 4,000		\$ 4,000	
112	Supplies and Materials	\$ 5,000		\$ 5,000	
113	Equipment	\$ 20,000		\$ 20,000	
114	Other (Describe) travel	\$ 2,000		\$ 2,000	
	<i>Total food Services</i>			<u>\$ 43,600</u>	<u>\$ 43,600</u>

<u>Expenditures</u>	Year Two (Budget Continued)	<u>Amount</u>	<u>Total</u>
115			
116 Data Processing:	APSCN & Secretary		
117 Salaries: (No. of Positions_3/4__)	0.75 at \$15,000	\$ 11,250	
118 Fringe Benefits	30%	\$ 3,375	
119 Purchased Services	\$ 2,000 each	\$ 2,000	
120 Supplies and Materials	\$ 2,000 each	\$ 2,000	
121 Equipment	\$ 5,000 each	\$ 5,000	
122 Other (Describe) Travel	\$ 1,000 each	\$ 1,000	
123 <i>Total Data Processing</i>		\$ 24,625	\$ 24,625
124 Substitute Personnel:			
125 Salaries: (No. of Positions__)		\$ 4,000	
126 Fringe Benefits	12%	\$ 480	
127 <i>Total Substitute personnel</i>		\$ 4,480	\$ 4,480
128 Facilities:			
Lease/Purchase (contract for one total			
129 year including facility upgrades)	\$ 10,000 12	\$ 120,000	
130 Please list upgrades:			
131			
Utilities (contract for one total year	see line 95	\$ -	
132 including facility upgrades)			
Insurance (contract for one total year		\$ 4,800	
133 including facility upgrades):			
134 Property Insurance		\$ 6,000	
135 Content Insurance		\$ 6,000	
136 <i>Total facilities</i>		\$ 136,800	\$ 136,800
137 Debt Expenditures:			
138 Other Expenditures:			
(Describe) Advertisement		\$ 6,000	\$ 6,000
(Describe) Concurrent enrollment		\$ 40,000	\$ 40,000
139 (Describe) Furniture		\$ 10,000	\$ 10,000
140			
141 TOTAL EXPENDITURES			
Revenue less expenditures			\$ 151,523
Percent of expenditures to revenue is			89%

Attachment 7: Salary schedule (administrative & teaching) (required)

Proposed Diploma School Sample Teaching Position Salary Schedule Full time equivalency for seven classes per semester for two semesters					
Step (years of experience)	BS	BS + 15	BS + 30	Masters	MS + 15
1	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800
2	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800
3	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800
4	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800
5	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800

Proposed Administrator Sample Salary Schedule					
1-3	\$40,000	\$41,000	\$42,000	\$48,000	\$50,000

Attachment 8: OCBA, Inc.'s Determination Letter (required)

Attachment 8

OCBA, Inc.'s Determination Letter

The "eligible entity" is an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code (provide evidence). A copy of the entity's letter from the IRS reflecting tax exempt status.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 3 2008

Employer Identification Number:
26-1309516

DIN:
17053008315008

OSCEOLA COMMUNICATION BUSINESS AND
ARTS INC
C/O SALLY L. WILSON
PO BOX 94
OSCEOLA, AR 72370

Contact Person: ID# 95011
JOYCE DAREY
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:

June 28, 2007

Contribution Deductibility:

Yes

Addendum Applies:

Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

-2-

OSCEOLA COMMUNICATION BUSINESS AND

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Attachment 9: Signed Assurances (required)

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION
STATEMENT OF ASSURANCES**

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

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The 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 gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. 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 a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
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 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. 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.

14. 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. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state or federal funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.


Signature of _____
President of the Sponsoring Entity Board of Directors

Date: 8/23/11

Beau Butler
Print or type name

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 7.80	08/31/2011

Sent To: Jonesboro Schools - Dr. Kim Wilbanks
 Street, Apt. No.,
 or PO Box No. 2506 Southwest Square
 City, State, ZIP+4 Jonesboro, AR 72401

PS Form 3800, August 2006 See Reverse for Instructions

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OSCEOLA AR 72370

Postage	\$ 4.95	0376
Certified Fee	\$2.85	08
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 7.80	08/31/2011

Sent To: Osceola Schools - Mr. Mike Cox
 Street, Apt. No.,
 or PO Box No. 2750 W. Semmes
 City, State, ZIP+4 Osceola, AR 72370

PS Form 3800, August 2006 See Reverse for Instructions

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WEST MEMPHIS AR 72301

Postage	\$ 4.95	0376
Certified Fee	\$2.85	08
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 7.80	08/31/2011

Sent To: West Memphis Schools - Mr. Kessinger
 Street, Apt. No.,
 or PO Box No. P.O. Box 826
 City, State, ZIP+4 West Memphis, AR 72303

PS Form 3800, August 2006 See Reverse for Instructions

Application Cycle 2011

ADE Evaluation

Diploma School of Jonesboro



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

September 15, 2011

State Board
Of Education

Sally Wilson
815 W. Semmes
Osceola, AR 72370

Dr. Naccaman Williams
*Springdale
Chair*

Dear Applicant:

Dr. Ben Mays
*Clinton
Vice Chair*

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

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., Thursday September 29, 2011.

Responses should be sent to the following address:

Dr. Mary Ann Duncan
Charter School Office
Four Capital Mall, Room 302-B
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 Duncan, Ed.D.
Charter Schools, Program Director

MAD/jf

Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org

**2011-2012
Public Charter School
Application Evaluation Report**

Diploma School of Jonesboro



**Provided by:
Arkansas Department of Education
Charter School Office**



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: Diploma School of Jonesboro

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 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 checked="" type="checkbox"/>

Strengths	Reference
Applicant filed a letter of intent with the ADE on time and included all necessary.	
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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The link listed in the application of the PowerPoint presentation was not a properly working hyperlink.	Pg. 4
Please provide a copy of the notice that was sent to superintendents regarding the public hearing.	Pg. 5, Attachments
Please provide copies of the sign-in sheets used at the public hearing, as evidence of public support.	Pg. 4-5, Attachments

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

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

Strengths	Reference
Concerns and Additional Questions	Reference
It is unclear as to how many terms a board member may serve and if there is a staggered rotation for replacement.	Pg. 6-9
The board composition as listed in the application only sites four positions, which does not lend itself to odd number of individuals for stalemate votes.	Pg. 6-9
The COO Position listed on the organization chart in Standard 3, is identified as the same person/position listed on page 2 who is also listed as the entity board Vice President. This type of structure is not covered under the waiver site for ethics Ark. Code 6-24-101 et seq.	Pg. 6-9
Though the standard references a draft parental involvement plan, this plan is not included in the application.	Pg. 6-9
It should be noted that as Business Manager (p. 8), the Chief Financial Officer (CFO) must meet the qualifications set forth in ADE Rules Governing Minimum Qualifications for General Business Managers.	Pg. 6-9

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement 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 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
Concerns and Additional Questions	Reference
The mission statement given is measurable however; additional information is needed in order to justify the manageability of graduating 100% of the students utilizing the USDOE adjusted cohort formula with a two grade configuration and with the program/schedule listed.	Pg. 10
Please clarify students taking classes and being employed as there are no waiver requests of §6-18-211 or rules governing mandatory attendance for grades 9-12.	Pg. 10, bullet 5 on list

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.

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

Strengths	Reference
Concerns and Additional Questions	Reference
Though much of the data listed in the Educational Need section articulates a loss of student enrollment the drop-out rate highlighted as the need for the program is not addressed.	Pg. 10-24

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The Branch Classrooms and tutoring facilities as listed in Standard 6 are not inclusive of the facilities listed for the school. No guarantee is given regarding the availability of such facilities.	Pg. 24-31
Please clarify the credit and "grade forgiveness".	Pg. 24-31
Pg 26 of the application, in Standard 6, the Applicant refers to the school as OCABS, not Diploma School of Jonesboro.	Pg. 24-31
Please clarify as to how the "vodcasts" will be available to ALL students, if a separate tutoring location is not offered.	Pg. 24-31
In Standard 6, though the application highlights a variety of programs that will be made available to students it is unclear as to if there are any requirements for proof of completion of the 10 th grade prior to entry to this 11 th and 12 th grade charter school.	Pg. 24-31
The Applicant proposes that the ADE Charter School Office	Pg. 24-31

be authorized by the State Board to approve new locations for the school. However, state law is clear that any modification to a charter – including a change of location – must be approved by the State Board.

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
 - Mathematic Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

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

Strengths	Reference
Concerns and Additional Questions	Reference
Please clarify which classes that students can substitute for graduation credit per the Concurrent Credit Matrix.	Pg. 31-33, 51
Please clarify the relationship between The Arkansas Early Collegiate High School, is this the same Distance Learning Program from the Southeast Co-op.	Pg. 31-33
Please clarify course code transfers credits, application states that that the courses will satisfy one credit, normally these courses satisfy ½ credit.	Pg. 31-33

<p>On a college level should a student not score a 19 in the reading, math and English on the ACT, compass and asset, how will the remediation courses offered at the Diploma School affect remediation at the college level?</p>	<p>Pg. 31-33</p>
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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 and Common Core Standards.

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.
- Evidence that the Applicant is prepared to transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.

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

Strengths	Reference
Application meets evaluation criteria.	Pg. 33-34
Concerns and Additional Questions	Reference

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

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

Strengths	Reference
Concerns and Additional Questions	Reference
Application did not list all of the affected districts in the area.	Pg. 34
Standard 9 is not inclusive of the expected number of students expected to transfer to the charter school.	Pg. 34
The target youth to be multiplied by 4 is based on ages 18-21 in Standard 9, the application is not age specific. The application states that it will service students in grades 10, 11 and 12.	Pg. 34

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 evaluation criteria.	Pg. 34-35
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 evaluation criteria.	Pg. 35-36
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

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

Strengths	Reference
Concerns and Additional Questions	Reference
There are no job descriptions listed for teachers, nor a list of types and numbers positions for the school.	Pg. 36-38
No job descriptions listed for Board Members.	Pg. 36-38
In reference to the COO serving part time as the superintendent: the COO is identified as the same person/position listed on page 2 who is also listed as the Entity Board Vice President. This type of structure is not covered under the waiver site for ethics Ark. Code 6-24-101 et seq.	Pg. 36-38
The job description for the CFO position states that CFO is a part time Business Manager, it then states that the CFO oversees the Business Manager. Please clarify the check and balance system that will be in place regarding this structure	

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 two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation, and does not rely on one-time grants or other funds that are not presently guaranteed.

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

Strengths	Reference
The budget will be developed and approved by the Board prior to September 30.	Pg. 38
Concerns and Additional Questions	Reference
The Applicant states that the school has a draft of the Purchasing and Procurement Policy that is available upon request. Applicant should provide policy.	Pg. 38
The Applicant has included revenue in the budget that is not monies, but a value for donated food. For clarification please provide information for this calculation.	Line 11 of budget worksheet, Appendix
Applicant budgets for ALE teaching position and does not budget ALE revenue.	Appendix
Applicant references rate paid per half unit course of \$1,600. The total salary calculated per teacher is \$22,400. All teachers are budgeted at the FTE equivalent of \$22,400. The salary schedule submitted in the appendix calculated this amount at BS +30.	Appendix
The COO is listed on three different Charter School applications. Will this individual receive three salaries? The Administrative salaries are all budgeted the same.	Appendix

Administrative Salaries budgeted shows 1.66 FTE yet fringe benefits budgeted at full time of 30%.	Appendix
Applicant does not present complete description for all personnel required. Budget presents various positions in all areas, but application does not list staffing requirements.	Appendix
Applicant does not present salary schedule for classified personnel therefore budgeted amounts cannot be verified or tied back to any schedule.	Appendix
Amount budgeted for lease does not match lease agreement.	Pg. 39
The Business Manager must meet the qualifications set forth in the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts, unless those Rules and Ark. Code Ann. 6-15-2302 are waived by the State Board.	Appendix
Applicant should provide information for amount budgeted as Purchased Services in multiple areas.	
Applicant budgets revenue for NSLA yet unless waiver approved Applicant is not eligible for ADE's Child Nutrition.	
Applicant should clarify calculation for Special Ed revenue amount budgeted.	
The Applicant has budgeted same amounts for insurance on all three charter applications. The buildings all have different square footage. Applicant should clarify why amounts are same.	Appendix
The budget information outlines a graduated enrollment process please provide clarification for this process as it is not mentioned in the general description of the school or in Standard 11: Enrollment Criteria.	

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. If the Application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit

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 Hudson Cisne & Co. LLP	Pg. 40
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 participate in APSCN and 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
Applicant assures that the charter school will participate in APSCN.	Pg. 41
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

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

Strengths	Reference
Concerns and Additional Questions	Reference
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.	
Facilities Review Report	

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and detail how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and detail how conflicts will be addressed.

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
The Applicant is asking for a waiver from 6-24-106 but saying they have "no conflict of interest". Please clarify why the Applicant is seeking this particular waiver.	Pg. 43-44
Please clarify that there is relation between members of the Board.	Pg. 43-44

STANDARD 18 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, unless a waiver is being sought:

- 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Guidance Program: Please clarify the job description and salary schedule for the position of Advisor.	Pg. 44
Please provide letters of support documenting use of the TRIO program.	Pg. 44
Health Services: Please provide letters of support or other documentation from Mid-South Health.	Pg. 45
Media Services: Please provide letter of support from the Public Library.	Pg. 45
Special Education: Application lacks a sound plan that reflects the full range of programs and services required to provide a high quality education for ALL students.	Pg. 45-46
Alternative Education:	

Clarification is needed regarding the characteristics of the ALE program the Applicant seeks to offer.	Pg. 46
Gifted and Talented: Seeking Waivers	Pg. 46
The application makes no mention of ELL students.	Pg. 44-46

STANDARD 19 OF APPLICATION: FOOD 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.
- A management plan that reflects a clear understanding of federal law and requirements if the proposed charter school intends to participate in the National School Lunch program.

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
There will be no separate entity Child Nutrition funding for each Diploma School unless a separate 501(c)(3) for each school has been applied for or received. If the Diploma School(s) use the 2008 OCBA's 501(c)(3), Child Nutrition will consider all Diploma Schools as one entity. All data will be aggregate.	Pg. 46-47
Request in writing to Wanda Shockey to provide a non-traditional meal service and include food service plan that addresses compliance with USDA federal and Arkansas state regulations. Please provide additional detail on the food services plan ensuring that all Federal and State guidelines will be followed.	Pg. 46-47
Facilities do not indicate space to prepare or serve meals to students. Food service plan must include description of areas used for cooking, serving and consumption of student meals.	Pg. 46-47

STANDARD 20 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
There is no specific plan for involving parents and guardians in the school's education program.	Pg. 47

STANDARD 21 OF APPLICATION: WAIVERS

The Waivers section should describe any waiver from local or state law which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A justification of each and every waiver request; and
- A justification of how the waiver requests relate to the school's educational program.

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

Legal Comments	Reference
<p>1. Requested waivers:</p> <p>a. Ark. Code Ann. §§ 6-15-1004 ("Qualified teachers in every public school classroom"), 6-17-309 ("Certification to teach grade or subject matter – Exceptions – Waiver"), 6-17-401 ("Teacher license requirement") & 6-17-901 through 922 ("Arkansas Teachers' Salary Law"); and Standard X (Section 15.0) of the Standards for Accreditation:</p> <ul style="list-style-type: none">• Though the Applicant stated an intent to waive licensure rules, the Applicant failed to request waiver of ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher and ADE Rules Governing Waivers for Substitute Teachers. If no waiver is sought of these rules, the Applicant's teachers may be required to be licensed.• All teachers and school personnel must submit to the criminal background and central registry checks. <p>b. Ark. Code Ann. § 6-15-1005 ("Safe, equitable, and accountable public schools"). This statute will not be waived because many of its provisions are accountability requirements which may not be waived. See Ark. Code Ann. § 6-23-401(b)(2).</p> <p>c. Ark. Code Ann. § 6-16-102 ("School day").</p>	

Waiver of this statute will be granted only to the extent to allow the school to spread the required thirty hours of instruction over six days instead of five. No waiver is necessary to offer an extended school day. In addition, to spread the required time over six days the Applicant must also request waiver of Standard 14.03 of the Standards for Accreditation insofar as it requires a minimum average six-hour day.

- d. Ark. Code Ann. § 6-16-124 ("Arkansas history – required social studies course"). This statute will not be waived because it is a graduation requirement. See Ark. Code Ann. § 6-23-401(b)(3).
- e. Ark. Code Ann. § 6-18-223 ("Credit for college courses"). The Applicant should explain why this waiver is necessary. Any credit given for a college course will not count as credit towards graduation, except as allowed by law and rule. Graduation requirements may not be waived. See Ark. Code Ann. § 6-23-401(b)(3).
- f. Ark. Code Ann. § 6-24-106 ("Ethical Guidelines and Prohibitions -- administrators"). This statute will not be waived because ethics rules may not be waived. See Ark. Code Ann. § 6-23-401(b)(2).
- g. Ark. Code Ann. §§ 6-20-1402 through 1407 ("State Aid for Construction"). With one exception, all of these statutes have been repealed. The only statute which is still in effect and may be waived is 6-20-1407, which requires state review of building plans.
- h. ADE has no rules entitled "Licensed Guidance counselors", "Licensed Library Media Specialist", or "Minimum Schoolhouse Construction". ADE Rules Governing Waivers of Minimum Salaries for Certified Personnel are in the process of being repealed.
- i. Standard for Accreditation 10.02.5 (regarding class size and teaching load). The Applicant failed to articulate an alternative maximum class size or teaching load, meaning the school would

have no limits should a waiver be granted. The Applicant should identify an alternative maximum class size and teaching load, or otherwise explain why none should be set.

2. Waivers not requested:

- a. Though the Applicant requested waiver of Standard 16.01.3 of the Standards for Accreditation regarding guidance counseling services, the Applicant did not request waiver of Ark. Code Ann. § 6-18-1001 *et seq.* ("Public School Student Services Act"), or ADE Rules Governing Public School Student Services. Without these waivers, the school will be required to hire a licensed counselor.
- b. Though the Applicant requested waiver of Standard 15.01 of the Standards for Accreditation regarding superintendent licensure, the Applicant did not request waiver of Ark. Code Ann. §§ 6-13-109 ("School superintendent"). Without this waiver, the superintendent will be required to be licensed.
- c. Though the Applicant requested waiver of ADE Rules Governing Gifted and Talented Program Approval Standards and Standard XIII (18.0) of the Standards for Accreditation regarding Gifted & Talented Education, the Applicant did not request waiver of Ark. Code Ann. §§ 6-42-101 *et seq.* ("Gifted and Talented Children – General Provisions") or 6-20-2208(c)(6) ("Monitoring of expenditures"). Without these waivers, the school will be required to meet expenditure requirements for gifted and talented programs, and will be required to operate a gifted and talented program in compliance with law.
- d. The Applicant indicated an intent to offer less than the required 38 units, but the Applicant has not requested waivers of the corresponding requirements of the Standards for Accreditation. In addition, Curriculum waivers should be reviewed by the Department's Curriculum and Assessment Unit and Standards Assurance Unit so that the State Board may be apprised of any

Departmental issues or concerns. Curriculum required by accreditation standards will generally not be waived.	
Concerns and Additional Questions	Reference
The Applicant failed to provide justifications for all waiver requests.	

STANDARD 22 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.

Legal Comments	Reference
Applicant responded within the context of this standard. A complete desegregation analysis will be presented to the State Board of Education.	
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:

Application Cycle 2011

Response to Evaluation

Diploma School of Jonesboro

RECEIVED
OCT 03 2011

4 pages

CHARTER SCHOOL OFFICE

Diploma School of Jonesboro

Response to ADE Evaluation: revised Sept. 30, 2011

Prepared by: Sally Wilson

1. Public hearing
 - a. The school will serve grades 11 and 12.
 - b. A copy of the public meeting notice sent to the superintendents is attached.
2. Public Hearing PowerPoint
 - a. The PowerPoint presentation used at the Public meeting is attached.
3. Governing structure
 - a. The draft of the Parent Involvement Plan is attached
 - b. Pursuant to the OCBA, Inc. by-laws, there is no limit to the number of two-year terms that a board member can serve, but a board member cannot serve more than two terms in the same office.
 - c. Currently there are four officers making up the OCBA non-profit board. If the school is approved one additional board member will be elected to the Board which will raise and hold the board membership at five for as long as the Board governs a public charter school.
 - d. The organizational chart shown in Standard 3 is designed for the proposed school and will not be implemented unless and until the school is approved. No one has been hired or promised a job to work for the Diploma School.
Whereas, the entity board, the OCBA, Inc. Board is an active body governed by its by-laws and elected by its corporation members. All of the board members and corporation members not only volunteer their services but have donated money to pay the Diploma School's application costs, such as copying, postage, public notice advertisement, public meeting building rental, etc.
On page 2 of the Application, in the space for Chief Operating Officer of the school, the space probably should have been left blank to save the confusion. The nonprofit corporation has been in existence since 2007 and it exists whether or not it is operating a school.
 - e. The grade levels to be served are not mention on the pages, but the grade levels for the proposed Diploma School of Jonesboro are 11th and 12th.
 - f. Should the application be approved, the Chief Financial Officer/Business Manager will meet qualifications set forth in ADE rules Governing Minimum Qualifications for General Business Manager. One of the volunteer OCBA members had been qualified as General Business Manager and therefore understood the importance of the ADE financial training.
4. Mission Statement
 - a. The adjusted cohort rate will be used depending upon the grade levels in that school year and the cohort group for the year's graduating class. For instance, in year one, when the only grade level at the Diploma School is 12th grade, the adjusted 12th grade cohort graduation formula will be used. The rate will be calculated using the number of graduates in the numerator and the number of classmates enrolled in the denominator. The denominator will be adjusted by subtracting any student who started out in the class but either died, transferred to another Arkansas high school, or emigrated (with supporting documentation). In the second year, when the Diploma School has 11th and 12th grades, the 12th

grade adjusted rate will be used again. In the third year, the 11th grade adjusted cohort rate will be used. More details about the adjusted cohort rates are posted on our website, www.diplomaschool.org/educational-need.html. The Diploma School has a goal of graduating 100% of its students, per the adjusted formula. We believe this goal is attainable because of our innovative bell schedule, year-round calendar with condensed terms, blended digital learning, our focus on the disconnected students, and our research collected for best methods to help the students overcome the obstacles they faced trying to attend traditional 8:00 to 3:00, eighteen-week semester schools.

- b. In the 5th bullet on page 10, please ignore, "While taking classes". The intent of that paragraph was to explain that the Diploma Schools will encourage students to work or obtain skills before they graduate from the Diploma School. This experience can be obtained through ADE training and job skills programs such as JAG, Youth Apprenticeships, ACE or other work-based learning.
5. The educational need for the school.
- a. The data on these pages shows that about 1/4 of Arkansas students have not and are not graduating from Arkansas high schools. Even with the spike in population for 18 to 23 year old Arkansans, the percent of graduates remains dismal; see the census posted on the Diploma School website, <http://www.diplomaschool.org/educational-need.html>. Since Arkansas school districts have failed at reducing the unacceptably low graduation rate, Arkansas should tryout models like our Diploma School. Our research shows that the causes of the dismal graduation rate are more often found outside the 8-3 classroom. For that reason, OCBA developed its Diploma School model, using the best practices from OCABS, as a school that maneuvers around the obstacles that deter disconnected students. Four years ago, OCBA and OCABS got in front of the problem of miserable graduation rates. Being in forefront and in the trenches, OCABS ran into a lot of bumps but the growing pains produced valuable research and data for the Diploma School model. The Diploma School's bell schedule with evening classes, year-round calendar with shortened, condensed terms and blended digital learning will make high school accessible again to disconnected youth. The Diploma School model can be an effective approach for up to one-half of Arkansas' disconnected youth. Traditional Arkansas high schools can benefit from the Diploma School in a couple of ways. First, the traditional schools can use the data and research that the Diploma Schools has gathered to enhance their own schools. Plus, when one of their disconnected students enrolls in the Diploma Schools, they can remove that student from the denominator of their adjusted graduation formula. Doing so will help improve their school's graduation rate. OCBA may be the only organization in the state that is truly focused on and dedicated to substantially increasing the graduation rates. Our model is one solution toward improving the quality of life for the 8,000 or so disconnected young people who leave school every year without obtaining the basic education that comes with a high school diploma.
6. The educational program to be offered by the school.
- a. We understand that the branch classrooms are not guaranteed.

- b. The Diploma School will offer basic credit recovery to its students. The Diploma School will offer grade forgiveness, similar to colleges' grade forgiveness. It was discovered at OCABS that several disconnected students had been given passing grades for courses at their previous high school but did not master the course content. In such situations, especially in literacy and math courses, in order to encourage students to retake the course(s), we wish for Diploma School students to be able to repeat that same course to master its content and to improve his/her overall grade point average (GPA). Once the course is retaken only the second grade earned, whether higher or lower than the original grade, will be calculated in the GPA.
 - c. Actually, the tally sheets shown are from former OCABS students and potential OCABS students.
 - d. If branch locations are not allowed, the students will report to the main building's computer lab and tutoring sessions.
 - e. We will classify incoming students per their completed credits towards graduation. It would be detrimental to accept students who have not completed enough credits to graduate with their cohort group.
 - f. This request is not of major importance to the Diploma School. This request, if allowed would be helpful to the students. Branch locations, such as mobile computer labs would increase accessible by bringing the education closer to the students' homes, while still monitoring student attendance time and offering assistance and tutoring by a branch campus teacher/facilitator.
7. Academic Achievement goals
- a. When working with OCABS, an incentive that attracted disconnected youth to our high school was the idea of earning concurrent credit classes. If the Diploma School could emphasize the option plus award one unit of high school credit for a semester of college work, the incentive to return to high school could be increased. Substitute classes that the Diploma School want for its students is identified in the Concurrent Credit Matrix. The matrix in the charter school application and is re-attached to this document in Attachment 7.
 - b. Yes, the Arkansas Early College High School is the same as the distance learning program from the Southeast Arkansas Co-op, <http://se.sesc.k12.ar.us/ECHS/index.htm> .
 - c. Please refer to the attached matrix for the specific classes that the Diploma School requests to satisfy one credit instead of one-half credit.
 - d. If the Diploma School student earns a grade of "C" or higher, the class should satisfy the remediation requirements for the college. First, let us clarify that the remediation will not be required in order to graduate from the Diploma School, but the remediation will be offered and encouraged. These remediation courses would be taught through the college, so the course would meet the college's remediation requirements. If the Diploma School graduate continues on with college classes, he/she will not need remediation. This could help improve the improve statistics of college level freshman needing remediation.
8. Aligning the curriculum with the frameworks meets the Standard.

9. Geographical area

- a. The specific geographic area for the Diploma School of Jonesboro include districts; Jonesboro, Nettleton, Brookland, Valleyview and Westside
- b. A substantial number of currently enrolled traditional students are not expected to transfer to the Diploma School. If history repeats, the school counselors and staff at the traditional high schools may refer some of their students to the Diploma School the same way that the counselors and staff from Osceola high School and Rivercrest High School referred some of their own students to OCABS. As discussed at the public meeting, it would benefit both the Diploma School and the traditional high schools if their staff will locate and direct 150 of their former students to the Diploma School for next first year. This action would help the traditional high schools improve their adjusted cohort graduation rate because these students once enrolled at the Diploma School are removed from the denominator in their graduation rate formula.
- c. In the **Diploma School of Jonesboro** application in Section 9, page 34, the correct grade levels to be served are 11th and 12th grades only. The number calculated by multiplying by four, relates to the pool of potential students in the area based upon the number of students who have dropped out of the traditional schools. The graph indicates that about **200** students per graduation class drop out of **Jonesboro** area schools. That implies that there are **200** twenty-one year olds in the area who have not graduated from high school, **200** twenty year olds in the area who have not completed high school, **200** nineteen year olds and **200** eighteen year olds in the area who have not completed high school. The four numbers to about **800** out of school or disconnected youth in the area. This number is the size of the pool of potential students that could benefit from enrolling in the Diploma School. And enrolling in the Diploma School will not negatively affect the traditional high school's finances because these former students have already left the traditional schools.

10. The annual report meets the Standard.

11. The enrollment criteria and student admission meets the Standard.

12. Staffing Plan

- a. The reference for a COO in this standard is designed for the proposed school and will not be implemented unless and until the school is approved. No one has been hired or promised a job to work for the Diploma School.
Whereas, the entity board, the OCBA, Inc Board is an active body governed by its by-laws and elected by its corporation members. All of the board members and corporation members not only volunteer their services but have donated money to pay the Diploma School's application costs, such as copying, postage, public notice advertisement, public meeting building rental, etc.
On page 2 of the Application, in the space for Chief Operating Officer of the school, the space probably should have been left blank. The nonprofit corporation has been in existence since 2007 and it exists whether or not it has a school attached to it.
- a. The word "duties" should have been inserted after "Business manager" in the CFO list of responsibilities, to show that the CFO will oversee responsibilities such as business manger duties.

b. Job descriptions for teachers.

Classroom teachers Support special education students' needs such as modifications and/or accommodations listed in special education students' IEPs or 504s, maintain the educational focus, assist with student evaluations, assist with developing policies including the discipline policy and parent/family involvement, one teacher will serve as literacy coach, help organize special events, serve as facilitators for the vodcast labs and sessions, help ensure that curriculum aligns with Arkansas frameworks

Special Education teacher Ensure participation in the Special Ed Programs, maintain the educational focus, ensure all students have access to the Diploma School special education services, assist with student evaluations, in a timely manner set testing through mental health partners or another source, ensure the staff has signed off on student IEP special education or 504 forms, help survey students' needs and qualifications for Special Ed inclusion, ensure all accommodations including testing accommodations are met, assist with developing policies including the discipline policy, ensure reports are accurately reported for the Office of Special Education Program, assist the expert consultant and/or help as an LEA Supervisor, ensure alternate portfolios are maintained, contribute Cycle data, ensure student records are kept safe and confidential. The consultant will coach the teachers and help ensure that all special education requirements are met and ensure the availability of services to all students in need of special education.

ALE teacher Help file ALE plan and other paperwork, assist with researching correct course coding for APSCN, maintain the educational focus, assist with student evaluations, assist with developing policies including the discipline policy.

Guidance Work with the students to understand what course work is left for them to complete to earn their high school diploma, help students with their career plans, job or internship or apprenticeship placement. The TRIO program at the college will help students with their college and skills training plans. Mental health counseling services will assist the students on their emotional needs and personal goal setting.

Health workers The Health Services will be contracted with local professionals.

Media Services contract the media services such as computer maintenance and repair through a computer shop or the local library or similar source.

Fiscal Services Assistant to school director, help with Technology Plan, enter data into APSCN's FMS, attend APSCN training as required, attend E-Rate training or meetings and assist with Letter of Agency, help maintain school website, ensure Personnel Policies and Salary Schedules are filed and posted by September 15 or date due, check the Commissioner's memo on a weekly basis

and forward information to the staff accordingly, serve as assistant to CFO, trained as required on coding requirements, attend Notary seminar, serve as dean of students in school director's absence, assist the school director as needed

Maintenance and operations Serve as custodian, assist in lunchroom and cafeteria, adhere to ADE maintenance manual as required

Food Services Director. Participate in the workshops possibly at Crowley's Ridge Coop, oversee commodities, trained for child nutrition program, help develop agreement and policy statements, maintain student household income forms, perform income verifications as needed, record child nutrition audits as needed, carry out collection procedures, follow meal patterns for menus, keep required meal records, file procurements, ensure students with special needs are provided for, check available resources, if applicable, complete certification training as required, remember to notify department for Summer Meals program, utilize Direct Certification, coordinate National School Breakfast Week activity, participate in on-line trainings, such as One Minute Manager

Data Processing Enter data into the student APSCN, SMS, system, be trained to do so, SIS Coordinator (ensure ledger is closed by September 30 or on date due), assist with completing and submitting student-side cycle reports, answer school phone, secretarial duties.

Certified teachers. Arkansas certified teachers will be used as required for state mandated testing and to verify the Diploma School curriculum aligns with the framework. In the budget, the teacher's pay is shown as contracted services

- c. There are no job descriptions for board members because board members will not, and cannot according to ethics laws be paid for their services to the school. If the school is approved, the entity board will assume the role of Diploma School board. The job description of the volunteer board is defined by statute. The Diploma School Board will enroll in the AR School Board Association, will utilize the ASBA model policy program and approve board policies that meet statute.

13. Business and budgeting Plan

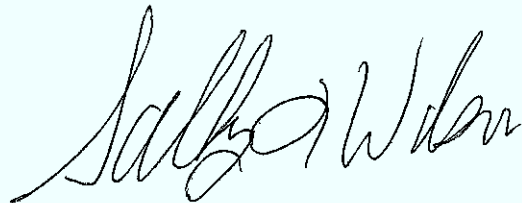
- a. The draft Purchasing and Procurement policies are attached
- b. Revenue for food. This should say food commodities.
- c. The ALE revenue is not sent to the school until the fiscal year after the ALE classes are taught. The budget for the second year should show some revenue from ALE reimbursement at about \$16,000.
- d. The Diploma School will utilize part time teachers. One FTE salary totals to \$22,400 per year. It is anticipated that the part time teacher will bachelor's degree plus average an additional 30 hours.
- e. A 1/3 FTE position can handle the duties of the COO. This position can, but does not have to be the same person working as COO of another Diploma

School. In the budget, line 20, the 1 and 2/3 FTE positions are the full time salary for the school's director (at \$48,000), plus the 1/3 FTE salary of the COO (at about \$16,000), plus 1/3 FTE position for the CFO (at about \$16,000).

- f. The salaries for the 1.66 FTE positions identified above are about \$79,680. The EXCEL spreadsheet truncated the repeating decimals and calculated the 1.66 FTE less than \$80,000. 30% fringe is used for all administrative positions (full and part time) so as not to underestimate the fringe.
- g. The positions are listed in the job descriptions above. The instructors, special education teacher teacher, ALE instructor, guidance/advisor, health professional, media personnel and fiscal services are paid at the rate of \$22,400 per FTE,
- h. All positions other than administration (at \$48,000 per FTE) and teachers (at \$22,400 per FTE), are paid \$15,000 per FTE. Those classified positions include maintenance, food services and data processing.
- i. The difference is budgeted for facility upgrades and improvements such as a kitchen.
- j. The CFO/Business Manager should be trained as a business manager, but we will ask for the waiver to 6-15-2302.
- k. Purchased services;
The teachers' purchased services cover in-service training, hiring a certified teacher to consult with the Diploma School and ensure that the vodcasts align with the frameworks and to administer state mandated tests. The data processing purchased service could be computer repair and maintenance. The food service purchased service could be to hire a consultant to help create menus, calculate the serving sizes and create the "grocery lists". The media services could be software installation to help improve media services. The fiscal purchase service is the cost of the external audit. The maintenance purchase could be the cost to hire outsider to complete jobs such as waxing the floors. The special education purchased service is the cost of hiring an experienced and expert consultant to help ensure compliance with special education rules and requirements. The ALE purchased service could be used for the times when ALE requires teachers have certain certification. The guidance purchased service could be the cost of testing for special education from one of our mental health partners. The health purchased services could be testing or vision screening or counseling.
- l. This reflects the anticipated revenue based upon the percentage of students that could be identified as in need of special education services.
- m. The Diploma School believes that based upon the attached letter in Attachment 19 that it will be eligible for ADE's Child Nutrition.
- n. Yes, in year two, it is projected to add part time teachers that sum up to seven FTE teachers.
- o. The insurance will probably be obtained from the AR School Board Association. This premium amount is comparable to the insurance that OCABS had with ASBA.
- ~~p. The 10th grade will not be added until the third year.~~ *John*

- q. Year one will be 12th grade only. Year two will be 12th and 11th grades. It is projected that the enrollment will be 150 students in year one and 200 students in year two.
- 14. The annual audit plan meets the Standard
- 15. The statement affirming about the school and APSCN meets the Standard.
- 16. Facilities for the Diploma School of Jonesboro
 - a. The site listed is available to the Division of Public School Academic Facilities and Transportation for inspection anytime.
 - b. There is no relationship between the parties and anyone on the OCBA board.
- 17. Conflicts of Interest
 - a. There are not any relations between board members.
 - b. We do not know of any conflicts of interest.
- 18. Student Services
 - a. The job description and salary for the position of advisor are listed above in Section 12.b and Section 13.g
 - b. Information about the TRIO program is attached
 - c. Information about Mid-South Health is attached
 - d. Letter of support from the Public Library has been requested
 - e. Characteristics of the Special Education program are outlined in Section 12.b, Section 13.g, Section 13.k and 13.L. The Diploma School will provide a high quality education for ALL students.
 - f. Characteristics of the ALE program plan are attached
 - g. Even though ELL revenue is not listed on the budget, the Diploma School will serve ELL students.
- 19. Provisions for food services
 - a. OCBA will make application for a separate 501(c)(3) for each school if that is what is needed to participate in the child nutrition program
 - b. A response from ADE Child Nutrition office is attached.
 - c. A place for the kitchen and a cafeteria area and funding is in the facility plan.
- 20. parents or guardians of the enrolled students will be involved with the school and its educational programs
 - a. The Parent Involvement Action Plan is attached
- 21. **Waivers**
 - a. Please add waivers for ADE Rules Governing Parental Notification of an Assignment of a Non-licensed Teacher and ADE Rules Governing Waivers for Substitute Teachers
 - b. Withdraw the request for waiver for §6-15-1005
 - c. Please add waiver of Standard 14.03, minimum of a six-hour day
 - d. Please withdraw the request for waiver of §6-16-124
 - e. Please withdraw the request for waiver of §6-18-223
 - f. No change
 - g. Please withdraw the request for waiver of §6-24-106
 - h. Please withdraw the request for waiver of the Minimum Salaries as it is in process of being repealed.

- i. We are requesting the waiver on class size up to 100 students per class because some of our vodcast classes could have as many as 100 students on computers at one time.
 - j. Please grant waivers for the following;
 - 1. Ark.Code Ann. §6-18-1001 (Public School Student Services Act)
 - 2. Ark.Code Ann. §6-13-109 (School Superintendent)
 - 3. Ark.Code Ann. §6-42-101 (GT Children) and Ark.Code Ann. §6-20-2208(c)(6) (Monitoring of expenditures)
 - 4. Corresponding waiver for offering less than the required 38 units.
22. The desegregation assurances meets the Standard

A handwritten signature in black ink, appearing to read "Sally Wilson". The signature is fluid and cursive, with the first name "Sally" and last name "Wilson" clearly distinguishable.

You Are Invited
To A Public Meeting To Hear
About A New Charter School On
Tuesday, August 23rd 6:00 PM
Parker Ctr. 1522 N. Church, Jonesboro.
For Details Check Website:
www.diplomaschool.org

The Diploma School

Thank you for attending today

The purpose of this meeting is to explain details of this proposed charter school and take your questions

OCBA, Inc. is a non-profit Corporation dedicated to innovative education and establishment of Charter Schools

The Diploma School: School Description

Goals for the Diploma School

- improve graduation rates in the area
- have 100% graduation rate using the 11th grade adjusted cohort rate
- have a research-based design with a proven record of successful targeted intervention, www.diplomaschool.org.
- independent and accredited open-enrollment public charter school
- use model and best practices from the OCABS Charter School - applied controls and checks to ensure stay focused

Grade levels/targeted students served

- in 11th and 12th grade students
- not on track to graduate from high school within four years or have already dropped out of high school

Innovative and non-traditional schedule model

- classes convene primarily in the evenings between 3:00 and 10:00
- forty-week, year-round calendar has seven "semesters" condensed into six-week long or four-week long blocked sessions
- students can complete and earn as many as 3 half-unit classes in just six weeks
- students can fill the gaps in their transcript, master the courses' contents and earn a diploma in a shortened time

Skills training, work

- through area secondary centers & technical/training schools & area colleges - training & concurrent & technical classes
- students work with area employers, Youth Apprenticeship, Arkansas Career Education while enrolled

Blended digital learning such as Flipped classroom

- use technology rich methods to deliver the course content, such as "Flipped Classroom"
- use videotaped lectures aligned with framework strands & live classroom on inquiry-based learning & problem solving s.

Safe and quiet environment

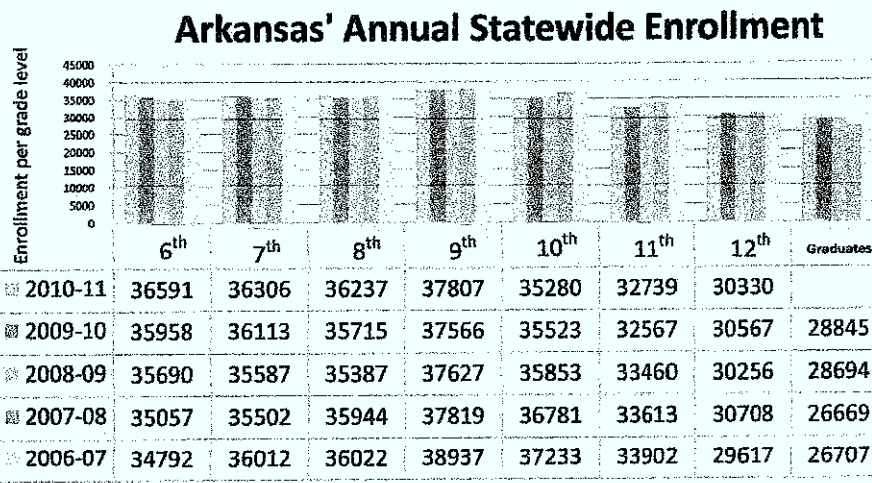
- history of near-perfect student behavior and discipline with a reputation as being one of safest schools in the state.
- use the book "Choosing Civility" as our foundation for discipline and character education.

Some Arkansas Statistics

"11,405 is the number of Non-graduates for Arkansas' class of 2011"

Source: Edweek, <http://www.edweek.org/media/90-3-analysis-graduation-3.pdf>

Source: ADE: <http://sitedata.arkansas.gov/Statewide/State/EnrollmentByGrade.aspx?year=2008&search=Enrollment+100>



From where did this idea come? National Research

2006 American Youth Policy Forum Study – National Statistics on Out of School Youth

- The average reading level of school dropouts, nationwide, is 4th grade.
- An estimated 3.8 million youth, ages 18-24 are not employed or in school, that is 15% of all youth
- The rate of students dropping out between 9th and 10th grades continues to climb beyond that of other grades.
- African Americans have a graduation rate of 50%, the lowest of any ethnic group.
- High school students from low income families (the lowest 20%) drop out at six times the rate of their peers from higher-income families. US Department of Education, National Center for Education Statistics. (2004). *The condition of education 2004* (9)
- Dropouts are 3.5 times more likely to be incarcerated in their lifetime.
- 90% of the 11,000 youth in adult detention have no more than a 9th grade education.
- A high school diploma is more valuable now than ever—the earning power of dropouts has been in continuous decline over the past three decades.
- The US death rate for persons with fewer than 12 years of education is 2.5 times higher than for those with 13 or more years of education
- The US would save \$41.8 billion in health care cost if the 600,000 young people, who drop out in one year, were to complete one additional year of education.
- If only 1/3 of high school dropouts were to earn a diploma, federal savings in reduced costs in food stamps, housing assistance and Temporary Assistance for Needy Families would amount to \$10.8 billion annually.
- Increasing the high school completion rate by 1% for men ages 20-60 would save the US \$1.4 billion annually in reduced costs associated with crime.
- The national statistics show that every nine seconds a student becomes a dropout.

Source, Study by: Martin, N., & Halperin, (2006). *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth*, Washington, DC: American Youth Policy Forum.

From where did this idea come? The National Research

Follow-up AYPF Report - 2011 Report

American Youth Policy Forum -

Key Considerations for Serving Disconnected Youth, July 2011.

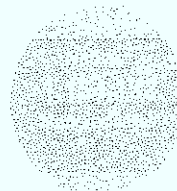
<http://www.aypf.org/publications/documents/01%20Paper%207.19.11.pdf>

This paper provides a description of the youth population that is disconnected from education and the workforce and describes a set of key considerations for improving outcomes for this population. Programmatic examples that demonstrate how effective supports for youth look in practice are discussed. The paper concludes with policy recommendations for serving youth at the federal, state and local levels

The following key considerations are examined:

- 1) Engaging disconnected youth on a trajectory to graduation and beyond requires the use of data to understand student needs and to inform the creation of multiple options matched to these needs.
- 2) Educational pathways for disconnected youth must ensure that learning is relevant to careers, academically rigorous and adaptive to individual students.
- 3) Cross-sector collaboration and resource-sharing is essential to building and sustaining the network of services that support disconnected youth.

1.2 MILLION STUDENTS
FAIL TO GRADUATE



Projected Number of
Nongraduates for Nation and
States, Class of 2011

Follow-up AYPF Report - 2011 Report American Youth Policy Forum

Nearly all jobs in the emerging economy in the U.S. will require youth to earn both a high school diploma and some type of a postsecondary credential to develop the appropriate skills and training for family-sustaining employment. In order to move disconnected youth along the path toward high school graduation and postsecondary training, a comprehensive system of supports that extends beyond just academics is necessary. The process of developing the knowledge, skills, abilities and personal resources required for success is complex, and the path will be different for each young person as they navigate the interrelated systems that provide opportunities for learning and growth. Policymakers and community members must be committed to a vision of serving this population by aligning resources to support young people as they access opportunities across these systems. The education and training opportunities available must reflect the needs of a community's youth population, with a range of providers offering learning options matched to these needs.

According to a new report by the EPE Research Center, our nation's public schools had a graduation rate of 72% in 2008, meaning that nearly 3 out of every 10 students failed to earn a diploma. Many students who drop out of school remain persistently disconnected from both education and productive employment. One study conducted by Andrew Sum of Northeastern University has found that the average number of 16-24 year olds disconnected from both school and work at a given point in time is, 5.2 million, or 16.4% of all youth. The picture becomes increasingly dire when we consider the data by socioeconomic group. Youth from low-income families are particularly likely to be disconnected from school and work between the ages of 18 and 24; only 44% of these youth remain connected to either school or the labor market, compared to 67% from middle-income families and 75% from high-income families.

The population described as "disconnected youth" or "out-of-school youth" encompasses a large range of individuals that represent a heterogeneous group. These individuals have differing levels of skills and preparation for academic and career oriented training opportunities and are often faced with multiple obstacles to being prepared for the job market. The disconnected youth population includes young people who might be over-age and under-credited for high school graduation, have insufficient academic skill levels to complete credits necessary for graduation, have been involved with the criminal justice system, or have financial obligations that require them to work

11,405 is the number of Non-graduates for Arkansas' class of 2011.

Source: Edweek, <http://www.edweek.org/media/jv30-34nolnet-drtgduhrc3adf>

Regional Research

Out-of-School Youth Forum - 2007

The attendees at this meeting included a state senator, a state representative, a circuit judge, a family service advocate, an investigator, two Mid-South Health system representatives, juvenile court intake officer, two officers from the Osceola Police Department, a prison warden, two school board members, two GED teachers, a school principal and an EOC Outreach worker.

The out of school youth (our targeted students) were categorized by their obstacles listed below:

Obstacle 1: Physical restraints

- Chronic illness
- Having children of their own
- Homelessness or highly mobile

Obstacle 2: Educational barriers

- Learning disabilities that have not been adequately addressed in the past
- Transferring excessively between schools in the past
- Behind graduation credits more than their peers.

Obstacle 3: Financial problems

- Need to work and earn money.
- The economy has affected them more than their peers.

Obstacle 4: Societal and emotional handicaps

- Court involved.
- Orphaned by death of parent
- Have or have had a parent incarcerated
- Abandonment issues.
- Low self-esteem.
- Drug or alcohol abuse.
- Has mental health disorders
- Has ADD or ADHD

The forum also discussed various agencies and how each can offer support. These agencies include but are not limited to counseling agencies, juvenile probation office, local drug task force, GED office, chamber of commerce and local college

Regional Research

Our Research Studies

Complying with our Charter, studies on our targeted students according to categories of obstacles hampering them earning their high school diploma. We conducted six studies with the following variables:

- length of time for each session (18 week, 9 week, 6 week, 2 week, etc.)
- configuration of the daily schedule (2 hour periods, 90 minute periods, 50 minute periods, etc.)
- year-round calendar (longer Christmas break, two-week summer camp, early start date, one-week Step Weeks, two-week Step Weeks, required tutoring sessions, etc.)
- the attributes of the instructors (traditional certified, non-traditional, teacher permitted, college instructor, part time, full time, adjunct, etc)
- method of delivery of the education (textbook, video book, virtual, etc)

Our students are categorized by obstacles identified in our Summer OCABS conducted research 2007 Out of School Youth forums.

Regional Research Our 6 Research Studies

Series of studies : OCABS conducted a series of studies using the following variables.

- 75% of their classes are taken through concurrent credit at ANC
- Nine-week long sessions
- Two-week sessions
- Six-week long sessions
- Flex sessions using the week long breaks
- Full set of night classes scheduled in six-week sessions and using step-weeks in between.
- Six-week sessions with 1 and 2 week long condensed step-weeks. Eleventh Grade English and courses with EOC are offered only during six-week sessions that overlap the test dates.
- Encourage at least 20 hours per week of paid employment. Goal of 25% of coursework completed by concurrent credit.

Results

- Students from each category of obstacles were used in the studies
- Used both experimental groups and control groups of targeted students.
- Less than 20% of control group students were successful at overcoming their obstacles
- Over 50% of experimental group students were successful in four of our studies
- About 90% of the experimental group was successful in the study was the "Full set of night classes scheduled in six-week sessions and using step-weeks in between"

Actual Student Transcript Information

Name has been changed to protect the student's identity
Graduation Requirements TALLY SHEET

Name: <u>Angie Maple</u>		Date of Birth: <u>xx/xx/xxxx</u>		Age: <u>17</u>
SSN: <u>xxx-xx-xxxx</u>		Cell phone # or e-mail: <u>xxx-xxx-xxxx</u>		

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count as 1 credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required) 9th Grade <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>X</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> 10th Grade <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>X</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> 11th Grade <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>X</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> 12th Grade <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>X</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> Junior Literary test <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	X				X				X				X								MATH (4 credits required) Algebra 1 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>X</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> Geometry <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>X</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> Algebra 2 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>X</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> Precalculus <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>X</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> Algebra EOC <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table> Geometry EOC <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	X				X				X				X											
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List the names of all high schools attended		
Name of school <u>XXXX</u>	City where school is located <u>XXX AR</u>	Years attended <u>2006-2008</u>
Date evaluated <u>March '10</u>		
Grades earned (need 44 for diploma) <u>37/44</u>		

Actual Student Transcript Information

Name has been changed to protect the student's identity

Graduation Requirements TALLY SHEET

Name: Johnny Mar Date of Birth: xx/xx/xxxx Age: 17
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxxxxxxx

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count as 1 credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10th Grade	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11th Grade	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12th Grade	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Junior Literacy test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MATH (4 credits required)

Algebra 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Geometry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Algebra 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Statistics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Algebra EOC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Geometry EOC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SCIENCE (3 credits required)

Physical Sc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Biology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Biology EOC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

HISTORY (3 credits required)

Civics or Civics/economics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
U.S. History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
World history	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Verify AR History?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Physical Education

Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fine Art	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oral Communications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CAREER FOCUS or ELECTIVE (6 credits needed)

Computer Fund	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Welding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	2010-2014

Date evaluated	Dec '08	May '10
Grades earned (need 44 for diploma)	23/44	37/44

Actual Student Transcript Information

Name has been changed to protect the student's identity

Graduation Requirements TALLY SHEET

Name: Danielle Johnson Date of Birth: xx/xx/xxxx Age: 18
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxxxxxxx

Put your semester grades in the box next to the class. In Arkansas, two grades count as 1 credit. Grades of "D" or higher count for credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10th Grade	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11th Grade	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12th Grade	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Junior Literacy test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MATH (4 credits required)

Algebra 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Geometry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Algebra 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Algebra EOC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Geometry EOC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SCIENCE (3 credits required)

Physical Sc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Biology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Biology EOC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

HISTORY (3 credits required)

Civics or Civics/Economics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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Verify AR History?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Physical Education

Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fine Art	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oral Communications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CAREER FOCUS or ELECTIVE (6 credits needed)

Computer Fund	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Welding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	Fall of 11th to Spring of 12th
XXXX High School	XX Town, MS	2010-2011

Date evaluated	Oct '09	
Grades earned (need 44 for diploma)	37/44	

Our Model – Sample Calendar

Sample 40-Week Year-round Calendar for the 2012-13 School Year

Six 6-Week Terms plus a 4-Week Summer Term

August 2012						
S	M	T	W	Th	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
September 2012						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
October 2012						
S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
November 2012						
S	M	T	W	Th	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
December 2012						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
January 2013						
S	M	T	W	Th	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
February 2013						
S	M	T	W	Th	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	
March 2013						
S	M	T	W	Th	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2013						
S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2013						
S	M	T	W	Th	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
June 2013						
S	M	T	W	Th	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Summer Term
Oct. 30, Parent Teacher Center
1st Winter Term
Feb. 19, Parent Teacher Center
1st Spring Term
2nd Spring Term
Summer Term

Professional Development days are disbursed throughout the year. The Diploma School staff will utilize training away from the campus and through AETN, etc.

Our Model - Sample Bell Schedule

Appendix II
Attachment 2 (required)

Diploma School Sample Bell Schedule for 6-Week Term (Flexible school day)

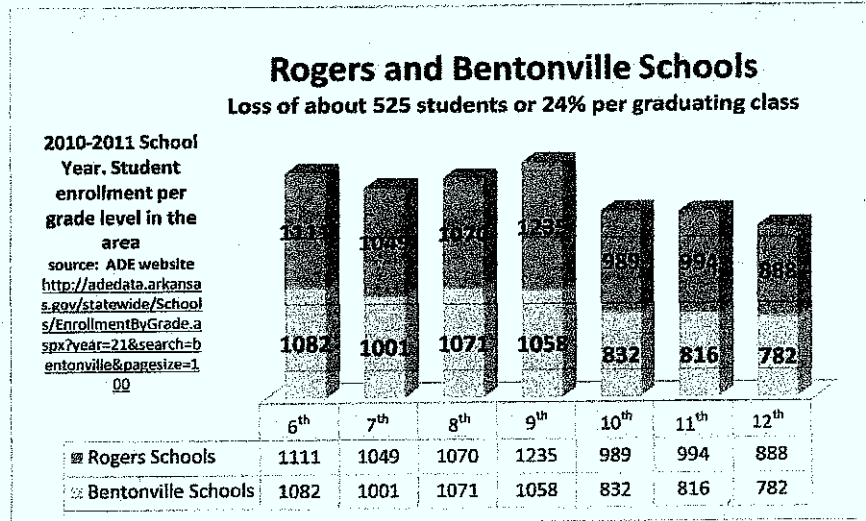
Example: Full-time students enroll in all three periods. If a student is 18 years or older, he or she can enroll for less than full time classes. 2/3 FTE students enroll in two periods per week. 1/3 FTE students enroll in one period per week. This schedule allows the students time to work during the day. Some attendance credit is given for on-the-job hours. A 3-hour concurrent credit counts as 9 hours of attendance time or seat time per week.

Diploma School - Sample Daily Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-12:03						2 nd Period (3 hrs)
12:03-12:30						Lunch
12:30-3:33						3 rd Period (3 hrs)
3:45-5:48	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	
5:48-6:15	Supper	Supper	Supper	Supper		
6:15-8:03	2 nd Period (1 ¾ hour)	2 nd Period (1 ¾ hour)	2 nd Period (1 ¾ hour)	2 nd Period (1 ¾ hour)		
8:15-10:03	3 rd Period (1 ¾ hour)	3 rd Period (1 ¾ hour)	3 rd Period (1 ¾ hour)	3 rd Period (1 ¾ hour)		

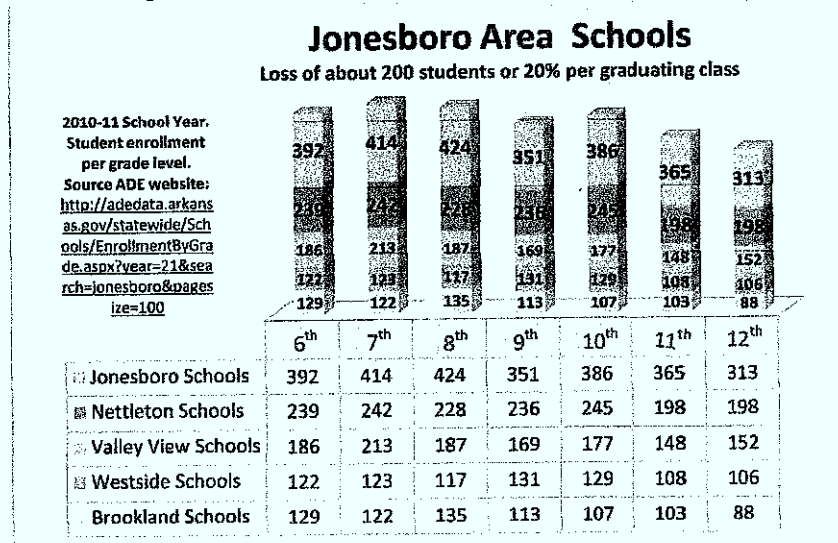
Students are encouraged to enroll in concurrent credit college classes in the daytime or in other special daytime classes.

Additional regional enrollment charts

<http://adedata.arkansas.gov/statewide/Districts/EnrollmentByGrade.aspx?year=21&search=jonesboro&pagesize=100>



The Diploma School – Regional Data



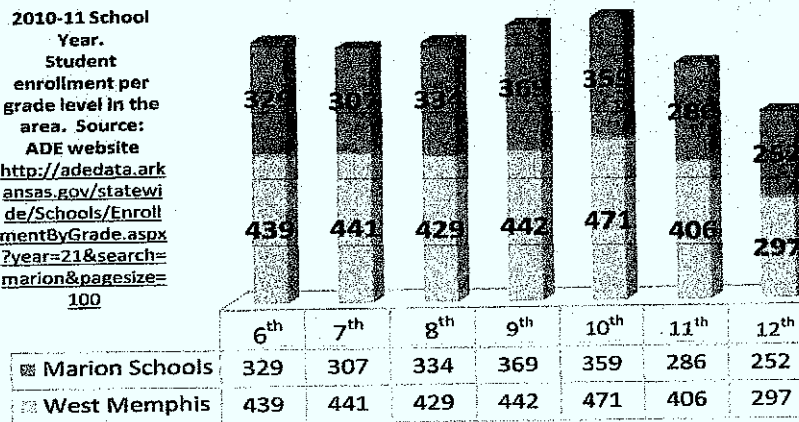
Additional regional enrollment charts

<http://adedata.arkansas.gov/statewide/Districts/EnrollmentByGrade.aspx?year=21&search=ioneseboro&pagesize=100>

West Memphis area

Loss of about 200 students or 29% per graduating class

2010-11 School Year.
Student enrollment per grade level in the area. Source: ADE website
<http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=marion&pagesize=100>

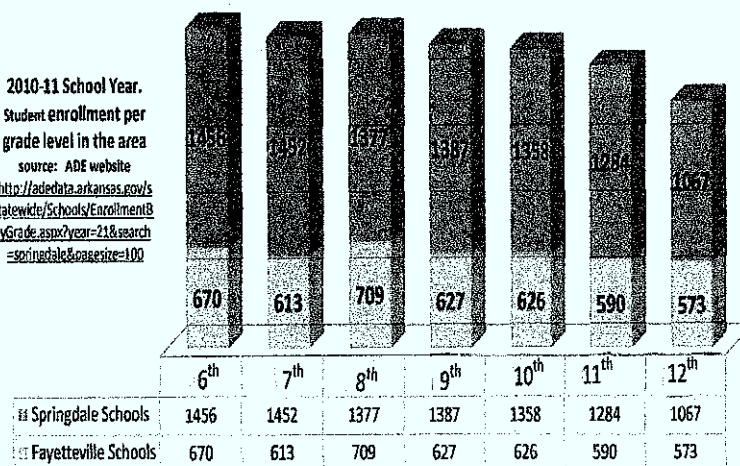


Additional regional enrollment charts

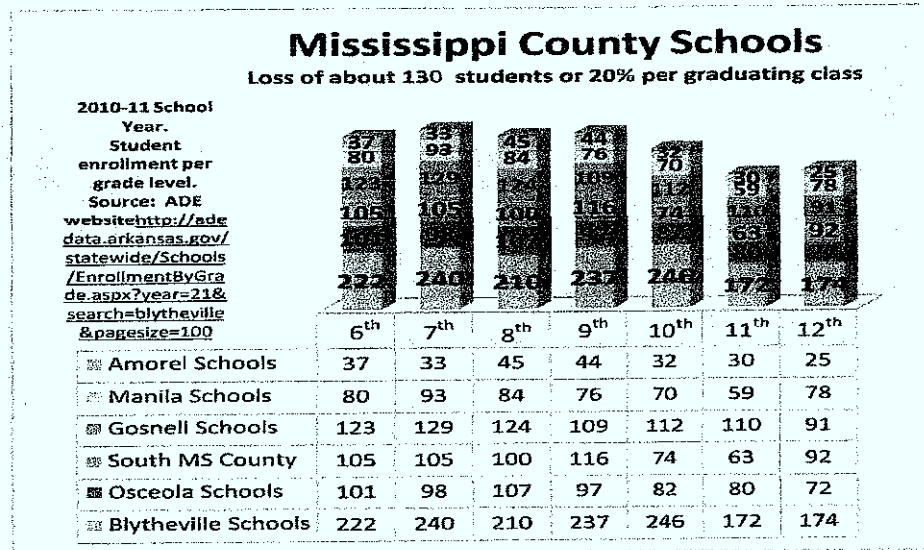
Springdale and Fayetteville Schools

Loss of about 500 students or 23% per graduating class

2010-11 School Year.
Student enrollment per grade level in the area
source: ADE website
<http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=springdale&pagesize=100>



Additional regional enrollment charts



The Diploma School Mission

100% of our students graduate using the US Department of Education's adjusted cohort formula.

The Diploma School will:

- (1) provide a very safe environment for its students. Using the "Civility Project" philosophy, students and staff abide by the 25 Rules of Considerate Conduct with a goal that there are no arguments, fights or disagreements at school and ensure that the school is a pleasant place to be,
- (2) provide a school that will increase the graduation rate of the youth in the area. Raising the percentage of high school graduates in the area will improve conditions for economic growth. Removing these students from the traditional districts' graduation formula's denominator will help the area districts' own 9th grade adjusted cohort graduation rates,
- (3) increase the number of young people in the area will post secondary school and/or skills training. While a student at the Diploma Schools, students enroll in skills training at secondary centers and/or take concurrent credit college classes,
- (4) strive for all graduates to pass college entrance tests or complete all college remediation courses and state mandated assessments
- (5) increase the number of young people employed. While taking classes, students are encouraged to work a paying job, or youth apprenticeship or internship,
- (6) provide a true community school with community partners. The community partners will be an integral part of the success of the school by offering assistance and/or mentoring to the students, and
- (7) serve as a model to be copied across the state as either open-enrollment or conversion charter schools. Seeing the success of Diploma School-type will encourage other communities to embrace this model.

What makes The Diploma School different?

Unprecedented Discipline and student conduct

- Lower discipline issues than traditional school.
- The students are treated like adults.
- Excellent conduct due to our Choosing Civility character education

Use creative calendar and bell schedule to help students overcome obstacles

- Students who are 18 or older can attend school as 1/3 FTE or 2/3 FTE or full time students depending upon their academic goals
- High school classes are taught mostly in the evenings between 3:00 and 10:00.

100% of our students will graduate

- Students can earn up to 20 one-half credit classes or ten full units in twelve months
- Diplomas awarded in May, in July and in December every year.

What makes the Diploma School different?

Innovative methods of delivering high school coursework

- Utilize blended, digital learning such as, I-School programming and technology, APEX, Extra Learning, AVHS, Flipped classroom pre-recorded vodcasts or videos.
- May operate branch classrooms and tutoring centers around the area with vodcasting and compressed videos.
- Develop curriculum videos/vodcasts such as Flipped classroom
- Share these vodcast available on our website so other schools, teachers and parents can benefit from our model.
- Continue to research and find the most successful practices to move the focus from teaching to learning in the most effective and efficient manner for these targeted youth.
- Offer credit recovery and grade forgiveness.

What makes The Diploma School different?

Skills training and college preparedness is a Focus

- The Diploma School pays for concurrent enrollment college credit classes, books and fees.
- Concurrent college credit classes count toward the students' graduation requirements.
- Award weighted credit for CORE concurrent credit classes similar to AP and IB classes.
- Students sit for college placement tests upon enrolling at the Diploma School and are placed in concurrent enrollment credit classes as early as possible.
- Students' schedules are tailored around area Secondary Centers for skills training
- Students are offered "work education", Youth Apprenticeships, internships and paying jobs

Weighted Credit and Course Code Approval

[illegible]

Education Week (May 25, 2011). Diploma Court, 2011. Beyond High School. Before Baccalaureat.

¹ Andrew Sum et al. (2003) *Left Behind in the Labor Market: Labor Market Problems of the Nation's Out-of-School, Young Adult Populations*,

* Kent, Adam. *Vulnerable Youth and the Transition to Adulthood: Youth from Low-Income Families*.

(2009). Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Health.

New York City Office of Multiple Pathways Fact sheet. Available at:

Y. Brändstrand, L.M. Diklic, L.J. Modson, K.B. (2005). The Silent Epidemic: Per

vi Martin, M. and Halperin, S. (2006). *15/whatever! Takes: How Twelve Communities Are Reconnecting Out-of-School Youth*. Washington, DC: Urban Institute.

<http://www.npr.org/series/138542241/dropping-out-the-human-face-of-an-education-crisis?ps=rs>

Interview with nine time Grammy Award winner John Legend, [A World View Interview](#) (34 minute)

American Youth Policy Forum <http://www.aypf.org/publications/documents/DY%20Paper%207.19.11.pdf>

Alliance for Excellence Education <http://www.makinggraduationpossible.org/PrioritizingDropoutFactories.pdf>

Berkeley California study http://gse.berkeley.edu/research/pape/reports/Beyond_The_Numbers.pdf

Drop Out Nation <http://dropoutnation.net/tag/charter-schools/>

National Dropout Prevention Center <http://www.dropoutprevention.org/effective-strategies/all-effective-schools/>
 NPR: National Public Radio <http://www.npr.org/2011/03/26/138540864/from-drug-dealing-to-diploma-a-teens-str>

E-how: http://www.ew.com/list_6318001_alternative-programs-high-school-dropouts.html

U.S. DOE IES <http://nces.ed.gov/fastfacts/display.asp?id=16>

Highschool innovation http://www.ehow.com/list_6318001_alternative-programs-high-school-dropouts.html

Page 10 of 10

Adjusted Cohort Graduation Rate Pursuant to the federal guideline, <http://www2.ed.gov/policy/elsec/guid>

ADE Dr. Charity Smith's report to SBE <http://flash.aetn.org/adeplayer.html?source=rtmp://flash.aetn.org/voc>

Flipped Classroom: <http://electricvision.blogspot.com/2010/03/tip-your-classroom-through-reverse.html>, <http://www.testingking.com>

classroom, <http://www.bbc.com/watch/2001/05/teaching-grammar-how-long-ago-video-to-remember-01052001>

23

23

Questions and comments

Thank you for attending.

Please be careful going home.

Visit our website:

www.diplomaschool.org

Attachment 3.a.1 Draft of Diploma School Parent Plan

6.11 & 6.12—PARENTAL/COMMUNITY INVOLVEMENT PLAN

The Diploma School understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall work to

1. Involve parents and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs;
4. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve the student's academic achievement;
5. Provide parents with the materials and training they need to be better able to help their student achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
8. Find ways to eliminate barriers that work to keep parents from being involved in their student's education. This may include providing transportation and student care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent and community involvement programs to suit the needs of our district;
10. Train parents to enhance and promote the involvement of other parents;
11. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration. This policy may be part of the school's Title I plan and may be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Legal References: 20 U.S.C. § 6318 (a)(2),(A),(B),(D),(E) (NCBL Act of 2001, Section 1118)
20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118)

Date Adopted:

Attachment 7.a Concurrent Credit Matrix
Diploma School Weighted Credit and Course Code Approval

The Diploma School students take concurrent enrollment college course from sources such as the local colleges and the Arkansas Early College High School. These classes will satisfy graduation requirements as listed in this course code matrix. On our master schedule, these courses may also count toward our 38 required credits.

Revised August 28, 2011

ADE Course code	Equivalent high school course title http://www.apsca.org/sis/hdr/CourseCodeListing1112.pdf	Community college, technical college, four-year college or university courses identified by the ADHE's Arkansas Course Transfer System, ACTS codes. http://acts.adhe.edu/studenttransfer.aspx . The ACTS code courses may satisfy high school graduation requirements. We will not limit the number of concurrent enrollment courses that our students may take for graduation credit.
<i>The three-hour ACTS courses listed below satisfy one unit of graduation requirements for the ADE course paired in this matrix or for any one-unit Career Focus elective. Weighted credit may be awarded for these concurrent enrollment college classes if the college course is at least a college sophomore level class and its is used to satisfy graduation requirements for English, Science, Math, Social Studies, Art or Foreign Language courses on the student's transcript.</i>		
410000/1000 412000/3000	English 9 or 10 English 11 or 12	ACTS courses beginning with ENGL, such as: ENGL 1013 Composition 1, or ENGL 2023 Introduction to Technical Writing
414000 414010 416000	Oral Communica. (Speech/Drama)	ACTS courses beginning with SPCH or DRAM, such as: SPCH 1003 Intro to Oral Communication, or DRAM 1003 Theatre Appreciation
415000	Journalism	ACTS courses ENGL 2013 Introduction to Creative Writing, or ENGL 2023 Intro. to Technical Writing, or BUS 2013 Business Communications
420000	Biology	ACTS courses beginning with BIOL, such as: BIOL 1014 Biology and Lab
424030	Anatomy & Phys	ACTS courses beginning with BIOL, such as: BIOL 2404 A & P and lab
423000	Physical Science	ACTS courses beginning with PHSC, such as: PHSC 1004 Physical Science & Lab
421000	Chemistry	ACTS courses beginning with CHEM, such as: CHEM 1004 Chemistry I and Lab
425010	Earth Science	ACTS courses beginning with GEOL, such as: GEOL 1114 Physical Geology&Lab
422000	Physics	ACTS courses beginning with PHYS, such as: PHYS 2014 Physics I & Lab
430000	Algebra I	ACTS courses beginning with MATH, such as: MATH 1003 College Math
431000	Geometry	ACTS courses beginning with MATH, such as: MATH 1203 Plane Trigonometry
432000	Algebra II	ACTS courses beginning with MATH, such as: MATH 1103 College Algebra
433000	Pre-Cal/Trig	ACTS courses beginning with MATH, such as: MATH 1305 Pre-Calculus

439030	Calculus I plus Calc. II, (1.5 units)	ACTS courses identified as being Calculus and beginning with MATH, such as: MATH 2405 Calculus I (5 hour course)
439050	Transition Math	ACTS courses beginning with MATH or BUS, such as: MATH 2203 Survey of Calculus
439090	Statistics	ACTS Statistics courses beginning with MATH or BUS, such as: MATH2103 orBUS 2103
441000/10	French I or Fren II	ACTS courses beginning with FREN, such as: FREN 1013 French I
440000/20	Spanish I or Spa.II	ACTS courses beginning with SPAN, such as: SPAN 1013 Spanish I
442000/10	German I or Ger. II	ACTS courses beginning with SPAN, such as: GERM 1013 German I
450000-40	Art I or Art II or III	ACTS courses beginning with ARTA, such as: ARTA 20023 Art Survey,
450010	Advanced Art	ACTS courses beginning with ARTA, such as: ARTA 1003 Art Appreciation
452000/40	Vocal Music I or II	ACTS courses beginning with MUSC, such as: MUSC 1003 Music Appreciation
460000	Computer Applic.	ACTS courses beginning with BUS and CPSI, such as: BUS 1103 Keyboarding, CPSI 1003
470000	American History	ACTS courses beginning with HIST, such as: HIST 2113 United States History I
471000	World History	ACTS courses beginning with HIST, such as: HIST 1113 World Civilizations I
472100	Civics or Government	ACTS courses beginning with PLSC, such as: PLSC 2003 American Nat'l Govern
473000	Arkansas History	ACTS courses beginning with PLSC, such as: PLSC 2103 State & Local Gov.
474300	Economics	ACTS courses beginning with ECON, such as: ECON 2103 Macroeconomics
474400	Psychology	ACTS courses beginning with PSYC, such as: PSYC 1103 General Psychology
474500	Sociology	ACTS courses beginning with SOCI, such as: SOCI 1013 Intro. to Sociology
474600	World Geography	ACTS courses beginning with GEOG, such as GEOG 2103 World Geography
480000	Health/Safety	ACTS courses beginning with HEAL, such as: HEAL 1003 Personal Health
Career Focus Electives		
On our master schedule, these courses may count toward the required nine units in three areas of career focus.		
College Prep/ Remedial Courses	Examples: Basic Math, College Writing, Basic Reading	If the student earns at least a "C", the three-hour college developmental education course shall satisfy the graduation requirement for a one-half unit of high school math (for a College Prep math class) or English (for a College Prep reading or writing course) or Career Focus.
Technical Classes	Examples: Welding, Medical Professions	Any three hour course that leads to any Technical degree (Associates or Bachelors) or Technical Certification will satisfy a one-half unit of career focus graduation requirements

Draft of Diploma School Purchasing & Procurement Policies

7:4(A) PURCHASE OF COMMODITIES (NO LABOR INVOLVED)

Purchases shall be made in accordance with State laws and procurement procedures governing school purchases that are deemed to be in the best interest of the Diploma School and are the result of fair and open competition between qualified bidders and suppliers. As used in this policy "commodities" is defined as all supplies, goods, material, equipment, computers, software, machinery, facilities, or personal property purchased for or on behalf of the School. Open market purchases may be made where the purchase price is less than ten thousand dollars (\$10,000). The solicitation of telephone quotes or written bids is encouraged but not required. Commodities that have a purchase price of more than ten thousand dollars (\$10,000) must be bought from not less than three quotation bids. Specifications shall be devised for all commodities to be bid that are specific enough to ensure uniformity of the bid and yet not so restrictive that it would prevent competitive bidding. The Board of Directors of the Diploma School reserves the right to reject all bids and to purchase the commodity by negotiating a contract. In such an instance, each responsible bidder who submitted a bid shall be notified and given a reasonable opportunity to negotiate.

The following commodities may be purchased without soliciting bids:

(1) Commodities in instances of an unforeseen and unavoidable emergency; (2) Commodities available only from the federal government; (3) Utility services; (4) Used equipment and machinery, except used buses; and (5) Commodities available only from a single source.

Legal References: A.C.A. § 6-21-301,303,304,305, A.C.A. § 6-24-101et seq., Adopted:

Attachment 13.a-2 Purchasing and Procurement policy

7:4(B) PURCHASE OF COMMODITIES (LABOR INVOLVED)

Purchases shall be made in accordance with State laws and procurement procedures governing school purchases that are deemed to be in the best interest of the Diploma School and are the result of fair and open competition between qualified bidders and suppliers. As used in this policy "commodities" is defined as all supplies, goods, material, equipment, computers, software, machinery, facilities, personal property, and services, other than personal and professional services, purchased for or on behalf of the District. Open market purchases may be made where the purchase price is less than twenty thousand dollars (\$20,000). The solicitation of telephone quotes or written bids is encouraged but not required. Purchases that have a purchase price of twenty thousand (\$20,000) dollars but less than fifty thousand dollars (\$50,000) shall be purchased only after an advertisement soliciting written bids has been run for one week in an appropriate publication. The bids shall be opened one week after the date of publication. Purchases that have a purchase price of fifty thousand (\$50,000) dollars or more shall be purchased only after an advertisement soliciting written bids has been run two weeks in an appropriate publication. The bids shall be opened one week after the last date of publication. Specifications shall be devised for all commodities to be bid that are specific enough to ensure uniformity of the bid and yet not so restrictive that it would prevent competitive bidding. The Board of Directors of the Diploma School reserves the right to reject all bids and to purchase the commodity by negotiating a contract. In such an instance, each responsible bidder who submitted a bid shall be notified and given a reasonable opportunity to negotiate.

The following commodities may be purchased without soliciting bids:

(1) Commodities in instances of an unforeseen and unavoidable emergency; (2) Commodities available only from the federal government; (3) Utility services; (4) Used equipment and machinery, except used buses; and (5) Commodities available only from a single source.

Legal References: A.C.A. § 6-21-109 , A.C.A. § 6-21-301,303,304,305, A.C.A. § 6-24-101 et seq.

A.C.A. § 22-9-203

Adopted:

Attachment 18.b TRIO information



educational opportunity center (EOC)

CONTACT INFORMATION



Check out our TRIO blog!!

TRIO

EDUCATIONAL
OPPORTUNITY CENTERS

What is the Educational Opportunity Center?

The Educational Opportunity Center (EOC) is a program designed to assist adults 19 and older in returning to education - in college, vo-tech, specialized school or a GED program.

Here's a glance at EOC on the national level. Education Opportunity Centers are located throughout the country and primarily serve displaced or underemployed workers. These Centers help people to choose a college and a suitable financial aid program. There are over 139 EOCs in America serving 160,832 individuals.

EOC Services

The EOC can assist you in the following areas until you enroll:

- Career tests - find out which career is right for you
- Career library - full of vocational/scholarship publications
- Assistance with registration procedures
- Workshops on ASSET/ACT preparation, study skills, time management, budgeting, and assertiveness skills
- Assistance with financial aid applications/admissions procedures
- Tutoring, mentoring
- Assistance with choice of school and selection of major
- Assistance with GED information and enrollment procedures
- Personality testing
- Job shadowing - hands-on experience with a person who is actually working in your career choice
- Child care information
- Membership in the Adult Student Association (ASA) - a no dues club for adults who are returning to education
- Pass to Class - visit a college class before you enroll



Back Row: Nancy Fergus, Kristi Rose, Tonya Harris, Niki Johns
Front Row: Denese Bogard

[top]

Contact Information [full TRIO staff listing]

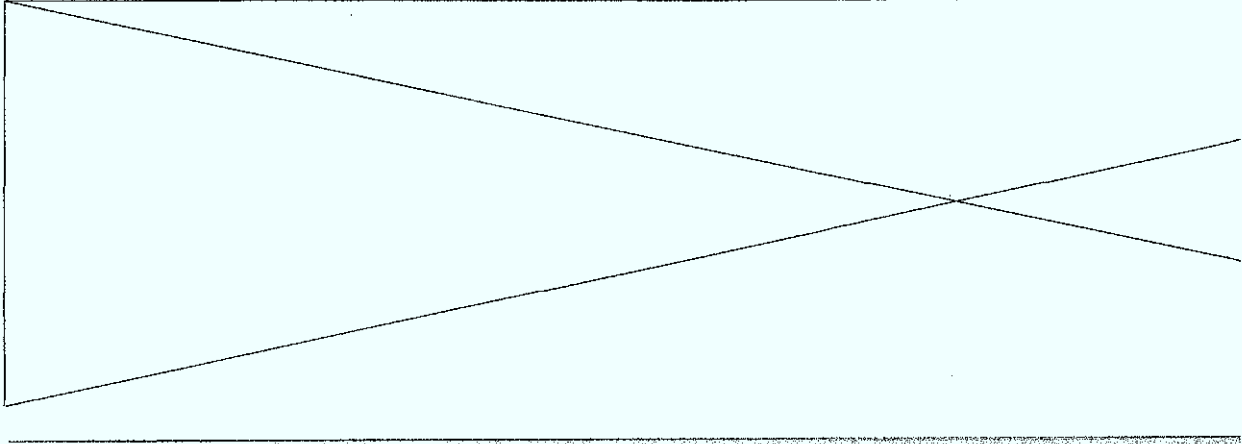
Niki Johns, Director
Kristi Rose, Media/Communications Specialist
Candice Wilborn, Secretary - 870.838.2961

Education Advisors

Blytheville (Main Campus) - 870.762.1030

Tonya Harris
Denese Bogard

Osceola Center - 870.563.3236
Nancy Fergus



Outpatient Services

Individual, group,
and family therapy
is available based
on the needs of
the client/family.
Evaluation by a
child psychiatrist

with ongoing medication management provided by a pediatrician or psychiatrist is also available.

Our outpatient staff consists of adult and child psychiatrists, psychologists, psychological examiners, social workers, licensed counselors, nurses and paraprofessionals. Each clinic also has a complete office support staff.

Individual, Family, Group Therapy: Counseling services are provided for a wide range of problems from simple life adjustments to more serious forms of depression and anxiety as well as drug and alcohol diagnoses. Our therapists work with their clients to design the most effective types of treatment to meet the client's needs. This can include individual therapy, therapy involving other family members, or therapy in a supportive group with other clients experiencing similar problems. These services are available for children, adolescents, and adults.

Accessing Services: To receive services, contact the outpatient clinic in your area (See our Locations webpage). The receptionist will assist you in scheduling an appointment and answer questions you may have about our services.

Emergency Services: The emergency service team responds to mental health emergencies in our seven county area on a twenty four hour, seven day per week basis. They work closely with area hospitals, local law enforcement, and community service agencies. The toll free number for is 800-356-3035.

Pharmacy: Mid-South has a full time registered pharmacist on staff to assist in the mental health medication needs of our clients.

Psychiatric Services: When medications may be indicated for client treatment, our therapists arrange for them to be seen by our staff psychiatrists. These physicians can evaluate the client's particular needs and, if appropriate, prescribe a medication.



Directory of Services

► **Outpatient**

Services: Services are provided for problems ranging from simple adjustment problems to borderline psychosis. Outpatient Services consist of diagnosis and a broad range of treatment.

► **Adult Inpatient**

Services: This 16 bed short-term inpatient service is provided on a 24 hr, 7 day a week basis with RN's, LPN's, Social Workers, and physician on call. This unit is a secured unit taking referrals from law enforcement and other community mental health centers.

► **Child and**

Adolescent Services:

Individual, group, and family therapy is available based on the needs of the client/family. Evaluation by a child psychiatrist with ongoing medication management provided by a pediatrician or psychiatrist is also available.

► **Community**

Support Services:

The Community Support Program is an adult program designed to provide a continuum of service that will enable seriously mentally ill consumers to develop support systems and skill necessary to function adequately in the least restrictive environment possible.

Mid-South Health Systems is a Comprehensive Private, Non-Profit Community Mental Health Center. Mid-South provides a full range of psychiatric and educational services to residents in the seven county catchment area of Clay, Greene, Craighead, Lawrence, Mississippi, Poinsett, and Randolph counties with 250 employees.

Mid-south Health Systems also manages Counseling Services of Eastern Arkansas. Counseling Services provides comprehensive services to residents in the six county catchment area of Phillips, Monroe, Cross, Crittenden, Lee, and St. Francis counties.

Both mental health centers have a professional and support staff consisting of psychiatrists, clinical psychologists, licensed counselors, social workers, case managers, RN's and LPN's.

Attachment 18.f ALE Planning

A. Report – watch Commissioner's for date that ALE Report is due.

B. Funding

ALE funding is calculated per student using the formula:

$$(ALE\ Minutes\ Per\ Day \div Total\ Minutes\ in\ School\ Day) \times (ALE\ Days \div Total\ Days\ in\ Year) = ALE\ FTE$$

1. Total Minutes in School Day

- a. Set in Student Plus Demographic Configuration.
- b. Applications > District Administration > Student Plus Configuration > Demographics.
- c. Select Building > District Defined option > Screen 3 –Additional School Demographics.
- d. Update the Minutes Per Day field which should contain the amount of instructional minutes per day for the selected building.

2. ALE Days

- a. Applications > Demographics > Students
- b. Find Student and pull up detail information.
- c. Select the Entry/Withdrawal action button.
- d. Update curriculum code to AE (Alternative Education). If the student has changed to AE during the school year, a new vector must be added reflecting the dates enrolled/withdrawn from ALE.
- e. After students have been coded you can search and print a list of students marked as curriculum AE using the following Advanced Search:

<u>Area</u>	<u>Items</u>	<u>Operation</u>	<u>Value</u>	<u>Grouping</u>
Entry/ Withdrawal	Assigned Calendar	equals	2012R	And
Entry/ Withdrawal	Curriculum Code	equal	AE	End

C. Verify the report at the end of the school year. Contact the ALE office if any questions.

D. Reimbursements will be paid in two installments in the fiscal year following

Attachment 19

Letter from ADE Child Nutrition office

September 29, 2011

Ms. Sallie Wilson

OCBA, Inc.

P.O. Box 94

Osceola, AR 72370

Dear Ms. Wilson:

This letter is in response to your September 27, 2011 email to Ms. Wanda Shockey regarding 1) Nontraditional meal service for Diploma Schools Charter applicant, and 2) Collection of income information to receive NSLA state funding.

- 1) **Nontraditional Meal Service:** The Diploma School charter applications indicate through the bell schedule the schools will serve an evening meal (a non-traditional lunch period not supper) on Monday-Thursday to students up to age 21 who do not have access to a National School Lunch Program during the regular school day and are not enrolled in college (school may not deviate from the 21 year old age cut off unless a student becomes 21 during the current school year). The Monday through Thursday meals would be considered nontraditional lunches. The lunch meal served on Saturday would be considered traditional meal service and can only be served on Saturday if it is a part of the Charter School Program at the time of the State Board Approval.

As requested from the Charter Application Standard #19 evaluation criteria (see attached Standard #19), the Diploma Schools shall provide in writing to Ms. Wanda Shockey, Director, ADE CNU, the request to offer a nontraditional meal service period to include the Monday-Thursday evening meal in this request please include a statement of intent to serve lunch on Saturday as a traditional lunch meal. Please note: USDA reimburses for only five (5) days of meal service per week. For your convenience, attached is the sample *Steps for Application to the Federal Child Nutrition Programs, Description of Meal Service* and *Model Contract for Food Vendor* provided at the Charter School training on July 12, 2011.

The Arkansas Department of Education Child Nutrition Unit (ADE CNU) has contacted USDA to request guidance on nontraditional meal service for the Diploma Schools and at this time, ADE CNU has not received a response to this request.

- 2) **Collection of income information to receive NSLA state funding:** The Diploma Schools cannot collect household income information from students/legal guardians using National School Lunch Program (NSLP) forms to secure the NSLA data required for receipt of Special Needs State Funding unless the Charter 501 (c) (3) Entity has an ADE Child Nutrition Unit approved Agreement and Policy Statement to operate the federal National School Lunch Program as outlined by the National School Lunch Act. As we understand it, The Arkansas law stipulates requires the National School Lunch Act Free and Reduced Eligible Student data for distribution of these state funds.

As stated in the Charter Application Standard #19 evaluation criteria, unless a separate 501(c)(3) is acquired for each Diploma School, the Diplomas School(s) will be considered one entity under the present OCBA's 2008 501(c)(3) and all data will be aggregate (see attached Standard #19). Again, if for any reason the Diploma School(s) are not approved for the National School Lunch

Program, the Diploma Schools CANNOT use any NSLP forms or data to secure NSLA state funding and no federal or state funding will be provided.

Thank you for your request for clarification of these issues. As soon as the ADE CNU receives a response from USDA regarding the Diploma Schools Charter Application, we will forward that to you and Dr. Mary Ann Duncan.

Sincerely,

Patricia Winders, MS, RD, LD

Assistant Director of Program Administration

Arkansas Department of Education, Child Nutrition Unit

Cc: Wanda Shockey, Director, Arkansas Department of Education, Child Nutrition Unit
Mary Ann Duncan, Charter Schools

Mark White, Attorney, Arkansas Department of Education

William Goff, CPA, Arkansas Department of Education, Fiscal and Administrative Services

The Diploma School
Parental Involvement Action Plan
2012-2013

The school shall –

- Establish a positive, welcoming atmosphere so that parents will always feel welcome at The DIPLOMA SCHOOL.
- Designate a certified staff member to serve as the Parent Facilitator whose duties are as follows:
 - Provide a communication line for teachers and parents.
 - Provide professional development training designed to encourage parental involvement for the teachers and administrators.
 - Undertake efforts to foster parental participation in the school.
- Develop a system of communication with the parents that consists of the following:
 - Foster a parent mass email list so that information can be distributed throughout the year.
 - Send out monthly newsletters and monthly calendars.
 - Send out interim reports each grading periods.
 - Maintain a user-friendly website (www.diplomaschool.org) that has a wealth of information for parents and students.
 - Provide weekly PTO updates.
 - Update the school's announcements on the school website about every ten days.
- Implement a campus leadership team and encourage parents, students, community members and teachers to be a part of this Team.
 - Some of the responsibilities include a review and recommendation for course of study and local graduation requirements.
 - Changes to the The DIPLOMA SCHOOL discipline policies
 - Recommend improvements to the The DIPLOMA SCHOOL student wellness program.
- Implement and support a Parent-Teacher-Organization (PTO) and encourage all to join and participate.
- Prepare family kits that will be distributed at registration and will consist of the following:
 - The DIPLOMA SCHOOL Parental Involvement Plan
 - Important school information on school policies and procedures.
 - Recommended roles of parents, students, teachers and administration.

- o Information on ways for a parent to become involved in our school and in the education of his/her student.
 - o A calendar of activities that are planned throughout the year to encourage parental involvement.
 - o A communication process that allows parents, teachers and administrators to communicate in a productive two-way manner.
 - o A process for resolving parental concerns, including who to approach first and how to develop a solution.
 - o Provide tip sheets for parents on how to foster their student's success in school.
- Encourage communication with parents by scheduling at least two parent-teacher conference days per year.
 - o These will provide opportunities for parents, students, teachers and counselors to dialogue so that everyone is working toward the same goal of meeting each student's needs.
- Provide student orientation each year to help students and their families make a smooth transition into the next term at The DIPLOMA SCHOOL.
- Hold two Open Houses per year -
 - o Fall Open House will encourage parents to meet the teachers, administrators and staff.
 - o Spring- "Come Check Us Out" is designed for prospective students to see what The DIPLOMA SCHOOL has to offer. (preferably in February)
- Plan various activities throughout the school year that will be beneficial to families and will encourage parental involvement.
- Provide a Parent Center.
- Purchase magazines and books and other informative material that will be housed in the Parent Center and will be available for check-out by the parents.
- Provide a quarterly "State of the School" address that will be presented at each of our campus leadership team meetings.
- Schedule "Parents Make the Difference" evenings on various subjects that will give an overview of the following:
 - o What students are learning.
 - o How students will be assessed.
 - o What parents should expect for their student's education.
 - o Understanding of Smart Core graduation requirements
 - o How parents can assist and make a difference in their student's education.
- Family Science Night
- The DIPLOMA SCHOOL Health Fair
- Drug, Alcohol, and Safety Awareness Workshops

- PTO Meetings
- Survey the parents regarding their interests, so that the school can more effectively meet their needs.
- Encourage local businesses to serve in an advisory capacity.

The teachers shall -

- Provide a positive classroom atmosphere that is conducive to learning.
- Provide students with meaningful classroom instruction on a daily basis.
- Provide course information to Parents at Open House.
- Encourage parents to keep open communication lines to enhance their students' success.
- Provide interim reports to all students each of the four nine-week grading periods.
- Post students' grades to the grade site at least once a week.

The parents shall -

- Encourage teachers, counselors and administrators to keep open communication lines to enhance their students' success.
- Review the monthly calendar that is provided by the school.
- Review their student's planner/organizer every class.
- Attend parent conferences and workshops and school activities.
- Contact the school if there is an issue that needs to be resolved.
- Become an involved parent at The DIPLOMA SCHOOL. Be involved in one or more of the following ways
 - o Parent/Teacher Organization (PTO)
 - o Campus leadership team
 - o Volunteer at The DIPLOMA SCHOOL
 - o Mentoring
 - o Drug and Alcohol Task Force.
- Provide a quiet place at home for students to complete their homework and/or study.
- Monitor your student's learning and provide assistance when needed.
- Monitor your student's progress as follows:
 - o Review online grade site weekly.
 - o Review the monthly letter and calendar.
 - o Contact the teachers on a regular basis.
 - o Utilize the The DIPLOMA SCHOOL website for important updates and information

- Review the interim reports and the report cards.
- Abide by the The DIPLOMA SCHOOL Parent agreement
- Read "Choosing Civility, the 25 Rules of Considerate Conduct"
- Encourage their student to abide by the rules at school and at home.

Application Cycle 2011

Additional Documents Received by ADE

Diploma School of Jonesboro

Jodie Fairchild (ADE)

From: Mary Ann Duncan (ADE)
Sent: Wednesday, September 21, 2011 3:46 PM
To: Robert Butler
Cc: Jodie Fairchild (ADE)
Subject: RE: OCBA, Inc. Resignation

Follow Up Flag: Follow up
Flag Status: Flagged

Mr. Butler,
Thank you for this formal notice of your resignation. As this is an official correspondence, it will serve as information to be included with documentation regarding OCBA, Inc.
Respectfully,
Mary Ann Duncan

-----Original Message-----

From: Robert Butler [mailto:robert.butler@smail.astate.edu]
Sent: Wednesday, September 21, 2011 3:32 PM
To: Mary Ann Duncan (ADE)
Subject: OCBA, Inc. Resignation

Dr. Duncan,

This is my official correspondence to the Arkansas Department of Education notifying the Charter School office that effective yesterday, September 20, 2011, I am no longer affiliated with the Osceola Communication Business and Arts, Inc. non-profit organization.

I submitted my letter of resignation, as the acting CEO and President, to the board of directors on September 20, 2011. I realize my signatures may be on applications and documents currently under review, so I wanted to make sure the ADE had adequate time to request any new or additional information from OCBA, Inc.

Thank you for your time regarding this matter,

Robert (Beau) Butler, Jr.

RECEIVED
SEP 21 2011

CHARTER SCHOOL OFFICE



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School The Diploma School of Jonesboro Date (Revised) 10/25/2011
Address 1901 Woodsprings Jonesboro, AR Phone 870-822-0574
Director Sally Wilson E-Mail _____
School Contact (Name/Position) _____ Phone _____
Facility is: X 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. None.
2. _____
3. _____

Specific Building Information

1. Building Name and LEA # _____ 2. Grade Configuration _____

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

5. Items Checked:

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

6. Building Comments: _____ All components of the facility will have to be brought up to code for

_____ educational facilities in accordance with the State Fire Code and state and federal ADA

_____ requirements.

7. Custodial (include equipment and storage):

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

Custodial Comments: _____

Summary of the General Condition of the Facility:

Action Items (Follow-up required):

1. Owner must receive a Certificate of Occupancy from the proper authority prior to occupancy.

2. _____

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: Assistant Director

School Representative: _____ Position: _____

Comments: _____

Distribution: Charter School Office DPSAFT Project File



ARKANSAS DEPARTMENT OF EDUCATION

October 26, 2011

Dr. Tom W. Kimbrell
Commissioner

Ms. Sally Wilson
OCBA, Inc.
851 W. Semmes
Osceola, Arkansas 72370

State Board
of Education

Dr. Ben Mays
Clinton
Chair

Jim Cooper
Melbourne
Vice Chair

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Re: Diploma School of Jonesboro Public Charter School Application

Dear Ms. Wilson:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 18, 2011. Enclosed for your review, you will find the following:

- ADE Internal Review Results, September 8-9, 2011
- ADE Charter Review Council Review Results, October 5, 2011

Based upon the information currently available, the Charter Review Council cannot support your open-enrollment public charter school application at this time. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board. The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council.

The State Board will conduct a complete, full and independent review of your charter application to determine whether it should be approved. In that regard, should you disagree with the position of the Charter Review Council, you will be able to address that issue with the State Board during your hearing scheduled for November 15, 2011.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

cc (w/encls): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator

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

Diploma School of Jonesboro
Jonesboro, Arkansas
September 8 & 9 ADE Internal Review Results

	Does not meet Standard	Partially Meets Standard	Meets Standard
Standard 1: Pre Application Materials			X
Standard 2: Public Hearing Results		X	
Standard 3: Governing Structure		X	
Standard 4: Mission Statement		X	
Standard 5: Educational Need		X	
Standard 6: Educational Program		X	
Standard 7: Academic Achievement Goals		X	
Standard 8: Curriculum Development and Alignment			X
Standard 9: Geographical Area Served		X	
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria and Procedures			X
Standard 12: Staffing Plan		X	
Standard 13: Business and Budget Plan		X	
Standard 14: Financial and Programmatic Audit Plan			X
Standard 15: APSCN Assurances			X
Standard 16: Facilities			X
Standard 17: Conflicts of Interest		X	
Standard 18: Student Services		X	
Standard 19 Food Services		X	
Standard 20: Parental Involvement	X		
Standard 21: Waivers		X	
Standard 22: Desegregation Assurances			
Totals:	1	13	7

Diploma School of Jonesboro
Jonesboro, Arkansas
As of October 5th Charter Review Council Meeting

	Does not meet Standard	Partially Meets Standard	Meets Standard
Standard 1: Pre Application Materials			X
Standard 2: Public Hearing Results			X
Standard 3: Governing Structure		X	
Standard 4: Mission Statement		X	
Standard 5: Educational Need		X	
Standard 6: Educational Program		X	
Standard 7: Academic Achievement Goals		X	
Standard 8: Curriculum Development and Alignment			X
Standard 9: Geographical Area Served			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria and Procedures			X
Standard 12: Staffing Plan		X	
Standard 13: Business and Budget Plan		X	
Standard 14: Financial and Programmatic Audit Plan			X
Standard 15: APSCN Assurances			X
Standard 16: Facilities			X
Standard 17: Conflicts of Interest		X	
Standard 18: Student Services		X	
Standard 19 Food Services		X	
Standard 20: Parental Involvement			X
Standard 21: Waivers		X	
Standard 22: Desegregation Assurances			
Totals:		11	10

Application Cycle 2011

ADE Hearing Letter

Diploma School of West Memphis



ARKANSAS DEPARTMENT OF EDUCATION

October 18, 2011

Dr. Tom W. Kimbrell
Commissioner

Ms. Sally Wilson
OCBA, Inc.
851 W. Semmes
Osceola, Arkansas 72370

Mr. Bill Kessinger, Superintendent
West Memphis School District
P.O. Box 826
West Memphis, Arkansas 72303

State Board
of Education

Dr. Ben Mays
*Clinton
Chair*

**Re: Notice of State Board Hearing
Diploma School of West Memphis Public Charter School Application**

Jim Cooper
*Melbourne
Vice Chair*

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Dear Charter Applicant and Affected School District:

The State Board of Education will consider the above-referenced open-enrollment public charter school application at its regularly scheduled meeting on **Tuesday, November 15, 2011**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. § 6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools. Enclosed you will find the hearing procedures to be used by the State Board of Education.

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in my office **no later than 2:00 p.m. on October 26, 2011**. A hard copy may be faxed to my office at (501) 682-4249, or an electronic copy may be e-mailed to mark.white@arkansas.gov.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosure

cc (w/encl): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator
Mr. Don Johnston, Superintendent, Marion School District

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

OPEN ENROLLMENT PUBLIC CHARTER SCHOOL
STATE BOARD HEARING PROCEDURES

Source: Section 9.00 of the ADE Rules Governing Public Charter Schools

- 1) All persons, with the exception of attorneys, who plan to provide testimony must be sworn in by the court reporter.
- 2) The charter applicant shall have fifteen (15) 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 necessary.
- 3) The local school board and boards of districts likely to be affected by the proposed public charter school shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 4) The charter applicant shall then have five (5) minutes to respond to the arguments of the local school board and boards of districts likely to be affected by the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 5) 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.
- 6) The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.
- 7) The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 8) During the roll call vote on each charter application, if a particular board member votes against the application, it is necessary for that member to state his or her reasons for disapproval. This is necessary to comply with Ark. Code Ann. § 6-23-305. That law requires the State Board to notify the applicant in writing for reasons for disapproval.

Application Cycle 2011

Appeal Letter

Diploma School of West Memphis

Application Cycle 2011

Letter(s) of Opposition

Diploma School of West Memphis



Chamber of Commerce

W E S T M E M P H I S

October 12, 2011

Dr. Mary Ann Duncan
Charter Schools, Program Coordinator
Arkansas Department of Education
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Dear Dr. Duncan:

The West Memphis School District is an important part of community life, and as such they deserve a certain amount attention. From my perspective, I have witnessed nothing but positives from West Memphis High School. I have had the pleasure to serve on a number of community advisory boards as well as participate in our school - community partners in education program with various businesses in our community.

I understand that the Diploma School has approached the Arkansas Department of Education about pursuing an open enrollment charter school in West Memphis. It is my understanding that their public hearing did not have many in attendance. This validates that there is not much evidence of public support in West Memphis at this time for such a charter.

I consider myself an involved stakeholder with the West Memphis School District. I am also involved with our business community daily. Our community sees our educators and our students as responsible, hard-working, reliable, and busily attending to their educational needs all over the city. In my opinion, statistics are for those attempting to gain something. West Memphis High School has served our community for over 50 years by providing access and accountability to our students. Based on what I have seen in the Diploma School proposal, I can not support entry of this charter into the West Memphis School District. I see nothing that gives me the impression that this charter can deliver the services they claim. I would request that the ADE and state board deny their proposal.

Sincerely,

Holmes Hammett
Executive Director
West Memphis Chamber of Commerce

RECEIVED
OCT 17 2011

CHARTER SCHOOL OFFICE



WEST MEMPHIS HIGH SCHOOL

501 WEST BROADWAY • WEST MEMPHIS, ARKANSAS 72301 • 870-735-3660 • FAX: 870-732-8510

JON COLLINS
PRINCIPAL

RON GEAN
ASSISTANT PRINCIPAL

DR. PALMER QUARRELS
ASSISTANT PRINCIPAL

LARRY ROOKS
ASSISTANT PRINCIPAL

GRAFTON MOORE
DEAN OF STUDENTS

LATARSHA JOHNSON
SENIOR COUNSELOR

LISA CLOUD
JUNIOR COUNSELOR

TAMIKA BURNETT
SOPHOMORE COUNSELOR

October 12, 2011

Dr. Mary Ann Duncan
Charter Schools, Program Coordinator
Arkansas Department of Education
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Dear Dr. Duncan:


The West Memphis School District opposes the Diploma School charter entering West Memphis. The West Memphis Board of Education met on Tuesday, September 13, 2011 and voted unanimously to oppose this charter based on but not limited to the findings listed:

- The performance expectations for students and school as a whole are not different from the expectations West Memphis High School currently holds for students.
- Other than the evening/year-round proposal stated on p3, we see nothing in these application claims to provide offerings that are either unique or currently inaccessible/unavailable to the students of WMHS.
- As stated on p11, in June 2011, OCBA, Inc (the sponsoring entity) submitted 19 letters of intent to the ADE for open-enrollment public schools to be called Diploma Schools. The number has been scaled down to three based upon response from the communities. After three weeks of notices for a public hearing, only seven people attended - of which three were WMHS educators who oppose this charter. This hardly assesses support in West Memphis for the establishment of this charter.
- The applicant makes several references to its history/previous experience. Why should anyone believe the Diploma School can do what the applicant says they can do? Just because they say it doesn't make it so. What was their eventual outcome in Osceola? Does this charter still exist in Osceola? Why/Why not?

In closing, on behalf of the West Memphis School District, I would like to reiterate my opposition to the Diploma School charter entering West Memphis. I understand their desire to educate kids. We have a proven track record of doing this and feel we are best equipped to continue this charge.

If you have any questions, please feel free to contact me.

Sincerely,


Jon Collins
Principal

RECEIVED
OCT 17 2011

CHARTER SCHOOL OFFICE

Application Cycle 2011

Letter of Intent

Diploma School of West Memphis

Subject: LETTER OF INTENT for An Open-enrollment Public Charter School

Submitted via certified mail to:
Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

RECEIVED
JUN 30 2011

June 23, 2011

CHARTER SCHOOL OFFICE

Dear Dr. Duncan,
Please accept this letter of intent for an open-enrollment public charter school.
Thank you,


Sally Wilson, OCBA, Inc.

1. 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: OCBA, Inc (Osceola, Communication, Business and Arts, Inc.). This 501(c)(3) was incorporated in 2007 and the IRS determination's TIN is 26-1309516.
2. Contact person: Sally Wilson, 851 W. Semmes, Osceola, AR 72370
Daytime telephone number 870-822-0574
FAX number 870-563-5582
e-mail address ocbainc@yahoo.com
3. Give a description of the eligible entity which will be proposing the charter; OCBA, Inc is a non-profit organization dedicated to educating Arkansas residents
4. Give the name of the proposed open-enrollment public charter school; Diploma School of West Memphis
5. Describe the location of the proposed open-enrollment public charter school; In West Memphis in the West Memphis Public School district
6. Identify the grade levels of students to be served by the open-enrollment public charter school; 11 and 12
7. Provide proposed student enrollment cap for the school; 300 students
8. Provide a one-paragraph description of the purpose or special emphasis of the proposed school. The Diploma School is designed to serve 11th and 12th grade students, who are not on track to graduate from high school within four years or who have already dropped out of high school. The Diploma School is a research-based school with a proven record of successful targeted intervention. The school model is non-traditional because most classes convene in the evenings between 3:00 and 10:00. And the school's year-round calendar would have seven "semesters" condensed into six-week long blocked sessions. This scheduling format allows students to complete as many as 3 half-unit classes in just six weeks. This approach would allow students transferring to our school the opportunity to fill the gaps in their high school transcripts and earn a full Arkansas high school diploma in a shorter time than the traditional high school schedule would allow.

A copy of the letter of intent is being sent via certified mail to the superintendent of the public school district.

Application Cycle 2011

Application

Diploma School of West Memphis

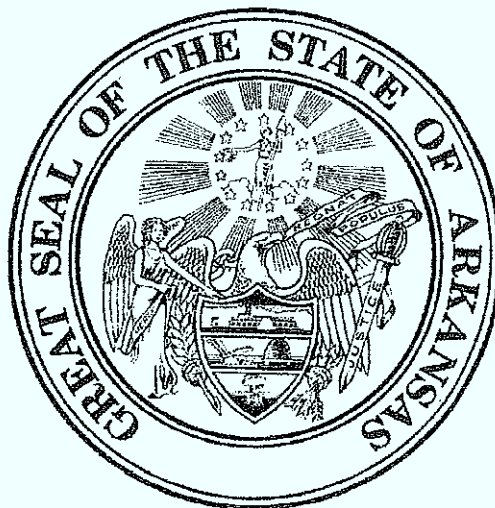
Original



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31



RECEIVED
AUG 31 2011
CHARTER SCHOOL OFFICE

Charter School: Diploma School of West Memphis

Date Submitted: August 31, 2011

Date Approved: _____

**Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313**

STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: The Diploma School of West Memphis

Grade Level(s) for the School: Student Enrollment cap: 300 11th & 12th grades

Name of Sponsoring Entity: Osceola Communication, Business and Arts 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. OCBA, Inc.'s Determination Letter is attached

Name of Contact Person: Sally Wilson

Address (no P.O. Box please): City: ZIP: 815 W. Semmes, Osceola, AR 72370

Daytime Phone Number: 870-822-0574 FAX: 870-563-5582

E-mail: diploma.school@yahoo.com

Charter Site Address: 500 W. Broadway City: West Memphis ZIP: 72301

Date of Proposed Opening: August 2012

Chief Operating Officer of Proposed Charter: Sally Wilson Title: Vice President

Address: 851 W. Semmes City: Osceola, AR ZIP Code: 72370

Daytime Telephone Number: 870-822-0574

The proposed charter will be located in the West Memphis School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name: <u>Beau Butler</u>	Position: <u>Board President</u>	State of Residence: <u>AR</u>
Name: <u>Sally Wilson</u>	Position: <u>Board Vice-President</u>	State of Residence: <u>AR</u>
Name: <u>Miller Wilson</u>	Position: <u>Board Treasurer</u>	State of Residence: <u>AR</u>
Name: <u>BJ Bowles</u>	Position: <u>Board Secretary</u>	State of Residence: <u>AR</u>

List the current K-12 student enrollment of the district where the proposed public charter school will be located. 5691 (Total District Enrollment)

<http://adedata.arkansas.gov/statewide/Districts/Enrollment.aspx?year=21&search=west%20memphis&pagesize=100>

List the school districts from which students are expected to come (use additional sheets as necessary). West Memphis Marion

B. GENERAL DESCRIPTION

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

The principal purpose of the Diploma School is to improve the graduation rate in the area. We have a research-based design with a proven record of successful targeted intervention. Diploma School information is detailed on our website, www.diplomaschool.org. The Diploma School mission is to graduate 100% of our students using the U. S Department of Education's adjusted cohort rate.

In this community, the new Diploma School would be an independent and accredited open-enrollment public charter school serving 11th and 12th grade students, who are **not** on track to graduate from high school within four years or who have already dropped out of high school. We have found that the term "dropout" embarrasses and discourages these young people so we refer to them as "targeted students". This model has taken the best practices from the OCABS Charter School. Along with these best practices, we have applied measures and controls to ensure that the school and its future leaders stay focused and committed to serving the targeted youth and the intent of this charter.

The school model is non-traditional because the classes convene primarily in the evenings and on Saturdays. And the school's forty-week, year-round calendar has seven "semesters" condensed into six-week long or four-week long blocked sessions. This scheduling format allows students to earn as many as 3 half-unit classes in just six weeks or 2 half-unit classes in just four weeks. Please refer to the sample bell schedule and the sample calendar in the Attachments. This schedule and calendar also allows students re-entering high school or students transferring from a traditional district the opportunity to efficiently fill the gaps in their high school transcript while mastering the course contents and earning a full Arkansas high school diploma in a shortened time. Our model school will work closely with area secondary career and technical schools, training centers and colleges to offer skills training, concurrent credit college and technical classes to our students. And we will work with organizations and businesses, such as local employers, Youth Apprenticeship, Arkansas Career Education-ACE to get work and internships for our students while they are enrolled in our school.

Our model will use technology rich methods to deliver the course content such as blended digital learning or the "flipped classroom" method. In a flipped classroom, the course lectures are videotaped. Students watch the videos in labs with a facilitator. Each video segment is aligned with specific Arkansas framework strands or Common Core clusters. The classroom time with the teacher is used for discussion of the video content, on inquiry-based learning, and solving "homework" questions and problems. This method ensures that all frameworks have been presented to the students and the content has been taught in the most effective manner using best practices.

Our OCABS school record shows a history of near-perfect student behavior and discipline. We have a reputation as being one of safest schools in the state. We use the book "Choosing Civility" as our foundation for discipline and character education.

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.

The meeting was opened with a welcome and review of the meeting agenda.

- Welcome and Background information
- Description of The Diploma School
- National research and Regional research
- The Diploma School model, mission and goals
- Get involved – Join the Corporation or serve on the local Advisory Board
- Questions – please use the question cards
- Thank you for attending

The meeting's PowerPoint presentation is posted on and can be downloaded from the Diploma School's website, <http://www.diplomaschool.org/public-meeting.html>

Description of the results of the public hearing

The meeting was held on Saturday, August 27th at the West Memphis Civic Center on West Broadway in the center of West Memphis. The meeting started at 10:00 and lasted until about 11:30. Attendees included a West Memphis city council member, business leader, the public defender, a juvenile officer, a high school principal and a teacher who was awarded Arkansas teacher of the year.

The meeting was a very positive and courteous gathering. The participants seemed pleased:

- that the Diploma School students can utilize the public transportation system without charge
- with the location of the proposed Diploma School in the Meadowbrook Square which is on a major thoroughfare and directly across the street from West Memphis High School
- that the school would offer an opportunity for disconnected youth. This will be the first real option for many of these young people
- after a discussion on the US DOE's 11th grade adjusted cohort graduation rate and the 12th grade adjusted cohort rate, the group understood the rationale behind admitting only 11th and 12th grade students
- that the organizers will strive to hire local people to work the school
- to see the focus on skills training and apprenticeships
- with the school's mission to graduate 100% of its students.
- with the school using blended digital learning as a method of delivery.
- with the Diploma School approach of treating its students like adults.
- with the Diploma School's emphasis on utilizing concurrent enrollment credit classes and secondary center classes

No Blame Approach

The participants agreed that the problem of students dropping out of school is a nationwide problem and are motivated to making a change in the area. The participants recognize that the disconnected youth issue is a nationwide problem. They agreed with the Diploma School's philosophy **not** to criticize or blame the local districts for the students who drop out of their schools.

Area of concern:

The only area of concern came from the local high school's principal who expressed concern about the potential loss of students out of the West Memphis high school to the Diploma School and the impact that this loss would have on the district's finances. The principal also shared information about some excellent programs that West Memphis High School provides and their efforts to keep students from dropping out of the high school.

Description of the evidence of public support exhibited at the hearing

At the meeting, representatives from the West Memphis area public defender's office and juvenile office explained that for years they had been trying get a charter school like this started in the West Memphis area. They stated that they respect the efforts of the local school district but could use a program that focuses on disconnected youth and prioritizes skills training and apprenticeships. They proclaimed that they completely support the Diploma School model and its attention to helping young people who have not found success in the traditional setting.

With the exception of the principal's concern, no one at the meeting voiced any negative concerns about the proposed school.

2. Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:

Documentation of required notices for public hearing

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 in which the school will likely be located.

The meeting was held on August 27th. The notices ran the weeks of August 1st, August 8th and August 15th in the West Memphis area newspaper, the Evening Times.

B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper.

The notices ran in the main part of the paper in what is known as a "display ad". Copies of the notices are in the Attachments 1.

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

The meeting was held on August 27th, which was eight days after the final notice ran on August 19th.

Documentation of notices sent to superintendents

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

Certified letters with the announcement of the public meeting were mailed to the superintendents within four days of the first notice publication. The letters were mailed to the superintendents of the West Memphis and Marion school districts. The letters were also sent to the Hughes and Earle districts' superintendents because those districts are contiguous to the West Memphis district. Copies of the certified mail receipts are in Attachments 1. A map showing the location of the district and the contiguous district(s) is in the Attachments.

3. a. Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities.

Documentation of legal structure of the governing board

If this Charter is approved, the Board of the sponsoring entity, the non-profit corporation Osceola Communication, Business and Arts Inc., OCBA, Inc. will govern the school and will be ultimate governing body. Pursuant to the OCBA, Inc. bylaws, the Board and its officers are elected by the Corporation members at the OCBA, Inc. annual meeting and the length of term for Board members is two years.

OCBA, Inc. is a nonprofit Corporation that is nonsectarian in its programming and operations, and is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. This entity, to be referred as the Corporation in this application, was founded in 2007 by a group of volunteers dedicated to raising funds for educational efforts and making application for open-enrollment public schools. The Corporation was approved by the U. S. Department of the Treasury in 2007. The Internal Revenue Service issued determination letter, which verifies the Corporation's tax exempt status, is attached. The Corporation is governed according to its bylaws which has been approved by the IRS. The bylaws is posted on the website and is linked to the school's website.

Membership in the OCBA, Inc. Corporation is open to everyone dedicated the mission of the school. The Corporation will be responsible for fund raising and grant

writing for the proposed open-enrollment public school. The Corporation will incur any debt for the establishment and maintenance of the proposed open-enrollment public school. The Corporation members abide by all federal rules governing non-profit boards and foundation.

Should the school close or be closed, all assets or funds (after debts paid) collected by the Corporation on behalf of the school will be returned to the state.

**Description of the governing board's roles and responsibilities
Policies and procedures for board operation, including composition and member selection**

The Board will be dedicated to all aspects of this charter. The Board will manage the operation of the proposed public charter and make all decisions regarding the school. The Board has a President, Vice President, Secretary and Treasurer. The President will preside over the Board meetings. The Secretary will maintain minutes of the meetings. The Vice-president will act in the President's absence. The Treasurer will be responsible for overseeing the finances.

The school board will join the Arkansas School Board Association, ASBA and will utilize the ASBA model policy program. The board will adhere to requirements of all local "board of directors," including Arkansas' code of ethics for board members, issues of nepotism, and FOI rules. The Board members must attend training that is determined by the Corporation members at the annual meeting. The Board will oversee the long range plan for the school. Drafts of the School Board's policy book, Student Handbook, Personnel Policy Handbook, Operations Manual are available for review by the Arkansas Department of Education staff.

Referring to the section 3.a. above, the selection of the Board members and officers are in accordance with OCBA, Inc.'s Internal Revenue approved bylaws.

3. b. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, please answer the following specific questions:

Plan for involving parents, staff, students and community in the decision-making of the Diploma School

Our draft Parent Involvement Plan outlines the involvement of parents, staff and community in the decision-making of the school. All parents, staff, adult-age students and supportive citizens are invited to join the OCBA, Inc. Corporation.

A local Advisory Council of parents, staff, students and community volunteers will be appointed to support the school and the School Director. The group may also offer suggestions to the Board regarding the school.

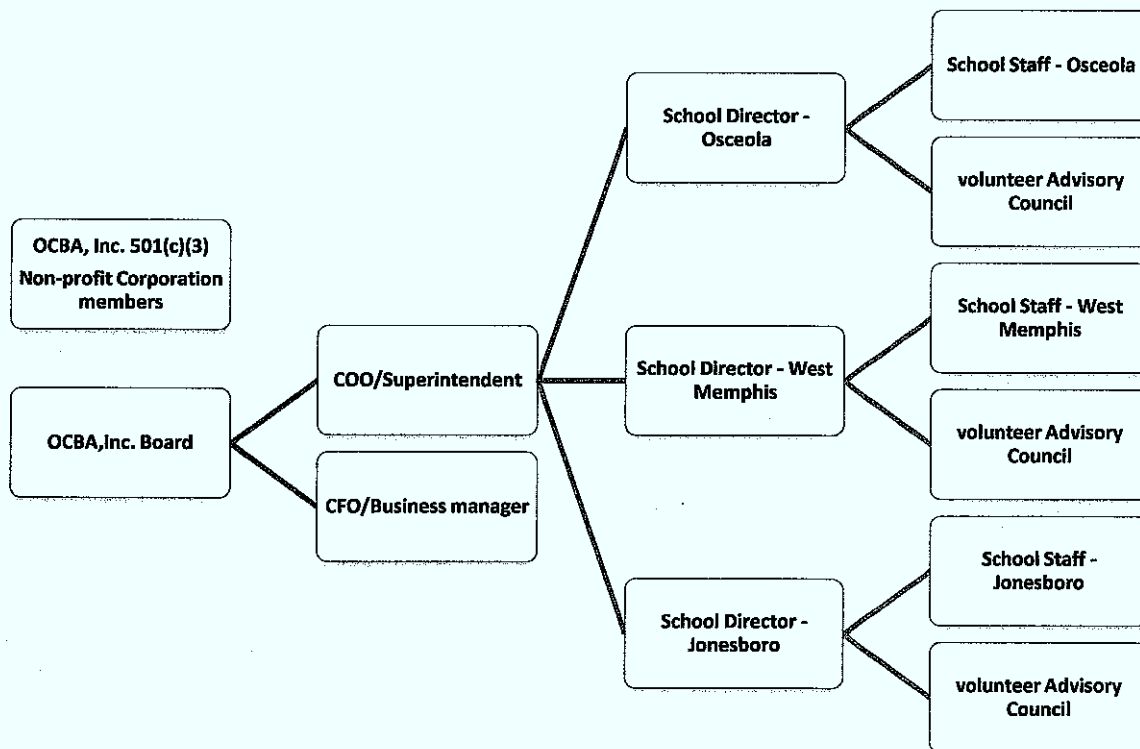
3. A. Identify what individual job position(s) or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

The Diploma School Board Policies regarding its policies. Responsibilities of the Board and school director

The Board policies, using the ASBA model policy program, identify the specific day-to-day operations of the school and are reviewed and approved by the Board each year.

The Diploma School system will have a Chief Operating Officer, COO that is similar to a district superintendant, and a Chief Financial Officer, CFO that is similar to a District Business Manager. The School's Director, similar to a school principal will run the day to day operations of the school.

The Diploma School Organizational Chart



(1) The CFO, serving as the school's business manager, will have the decision-making authority in finance and purchasing, in consultation with the school director, for purchases under \$10,000 or the amount set by statute. Any purchase or financial decision over that amount must be approved by the Board.

The CFO will prepare the monthly statements of finances and present them to the Board for approval. The CFO and School Director will be responsible for maintaining financial records and ensure the information is provided to the auditor for the annual school audit.

(2) The School Director will be responsible for student discipline and will oversee all disciplinary issues related to rules and regulations that are laid out in the student handbook. Per policy, if the Director wishes to suspend a student for longer than 10 days, the Director must seek approval by the Board for expulsion. The school board will approve a student handbook, based upon the ASBA model policies, that includes a section on student discipline. The school director will ensure that the rules and regulations are carried out and adhered to accordingly.

(3) The School Director and COO will recommend names for campus personnel to the Board to hire, renew, not renew and terminate.

(4) The COO will recommend a School Director to the Board whether to hire, renew, not renew and terminate. The Board will vote to hire, renew, not renew and terminate the school COO and CFO.

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

Pursuant to the OCBA, Inc bylaws, the Board members serve two-year terms of office and are elected by the Corporation members at the annual meeting in September. A copy of the OCBA, Inc. bylaws are posted and linked on the Diploma School website.

School leadership's accountable to parents

C. Explain how and to what extent the school's leadership is accountable to parents.

The school will publish an annual report and hold annual public meetings to discuss policies, programs and goals and provide opportunities for questions and suggestions. Details of the public meeting are listed in Standard 10 of this application.

Should the school have an accredited-probationary status, the school will publish this status immediately after the determination by SBE on the school website and in the local newspaper for two consecutive weeks or as determined by state law.

The Board shall also publish the school annual performance report card in the local newspaper.

Should the school use a teacher who is not highly qualified; the school will give written notice to the parents or students of that teacher.

The school schedules two parent-teacher conferences per calendar year. The school shall adopt a policy requiring teachers to communicate with parent(s) or guardian(s) of students or the students themselves to discuss the student's progress and requiring more frequent communication with parent(s) or guardian(s) or students not performing at the level expected for their grade and their timeline toward graduation.

Pursuant to state law, all Board actions are accountable under Freedom of Information. The Board meetings are open to the public. The monthly meetings are announced on the school website. The Board minutes are posted on the school website. The Board policies detail the protocol for public comment at the meetings.

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

The primary mission of the Diploma School is to graduate 100% of our students graduate using the US Department of Education's adjusted cohort formula. The targeted students are disconnected youth who have already left school or are not on track to graduate within four years.

The Diploma School will:

- (1) provide a very safe environment for its students. Using the "Civility Project" philosophy, students and staff abide by the 25 Rules of Considerate Conduct with a goal that there are no arguments, fights, disagreements, suspension, expulsions at school and ensure that the school is a pleasant place to be,
- (2) provide a school that will increase the graduation rate of the youth in the area. Raising the percentage of high school graduates in the area will improve conditions for economic growth. Enrolling the disconnected students will benefit the area school districts because these students will be removed from the denominator in their 9th and 10th grade adjusted cohort graduation formula,
- (3) increase the number of young people in the area with post secondary school and/or skills training. While a student at the Diploma Schools, students enroll in skills training at secondary centers and/or take concurrent credit college classes,
- (4) strive for all graduates to pass college entrance tests, such as COMPASS, ASSET and ACT, or complete all college remediation courses and state mandated assessments
- (5) increase the number of young people employed. While taking classes, students are encouraged to work a paying job, or youth apprenticeship or internship,

(5) provide a true community school with community partners. The community partners will be an integral component for success by offering assistance and/or mentoring to the students, and

(7) serve as a model to be copied across the state as either open-enrollment or conversion charter schools. Seeing the success of Diploma School will encourage other communities to embrace this model.

5. Describe the educational need for the school.

Description of educational needs

Arkansas schools enrolled about 36,000 students per grade level, but only about 27,000 students will graduate each year.

And of those graduating, a majority of them need college remediation

According to ADHE, 52% of first time enrollees in Arkansas public colleges and universities need remedial classes.

Duplicating our model

Pursuant to our 2007 OCABS Charter with the SBE, OCBA, Inc. promised to make our school a model for duplication across the state. OCBA, Inc. would also like to see several conversion or open-enrollment charters, designed like the Diploma School, across Arkansas.

In June 2011, OCBA, Inc. submitted 19 letters of intent to ADE for open-enrollment public schools based upon the OCABS Twilight School model. The schools will be called Diploma Schools. The number has been pared down to three based upon the response from the communities.

The original concept for this type of school was to be a conversion charter school. In 2003, two Osceola School District board members discussed the idea of a charter school to serve out of school or disconnected youth. The members presented the idea to other board members during the next two years hoping the Osceola District would research the idea for this type of conversion charter school. The idea never came to fruition because of the district's administrators' concerns. These concerns include the following:

- Assuming that the out of school youth are weaker test takers, how would an influx of these students impact a district's AYP?
- Assuming that the out of school youth are trouble makers, how would their presence affect school discipline?

- Assuming that the out of school youth are older and have more “life experiences”, how would parents of the traditional students feel about these students sitting in the classroom with their children?
- Concerning funding, several federal funds are not eligible for students over 18 years old. How would this funding source be made up?
- Noting that these types of students miss a lot of school days, how would their absenteeism affect the district’s attendance rate?
- Considering the age of the out of school youth, how could the student handbook policies apply?
- Considering the energy that the staff would have to give to these students, how would such of a drain affect the already overburdened teachers?
- Considering that Osceola School district already had one conversion charter school, would adding another conversion charter cause confusion?

OCBA, Inc, considered these concerns when designing the OCABS school. OCBA, Inc. remains dedicated to developing a model that addresses and eases these concerns. The most successful study, the Twilight “Full set of night classes or Twilight classes scheduled in six-week sessions” created a model that can be duplicated on most high school campuses across the state. In early 2010, OCBA, Inc. discussed requesting a license from ADE to copy or franchise the school. OCBA, Inc. also considered hosting seminars for school district representatives to explain how a conversion Diploma School-type school could work on their high school campuses.

Truth or Myth? Is there a dropout crisis throughout America? Does the high school graduation rate impact a community's economic development?

National Public Radio, NPR has a new 5-part series of reports dedicated to addressing how the increasing number of young Americans without high school diplomas negatively impacts our nation and its economy. Our website, www.diplomaschool.org has a link to this series. Our website also has links to the national research used in this application.

Valid and reliable data that substantiates the need.

In 2006, the American Youth Policy Forum conducted a study on Out of School Youth, another name for the targeted youth. The study lists the following national statistics.

- The average reading level of school dropouts, nationwide, is 4th grade.
- An estimated 3.8 million youth, ages 18-24 are not employed or in school, that is 15% of all youth
- The rate of students dropping out between 9th and 10th grades continues to climb beyond that of other grades.
- African Americans have a graduation rate of 50%, the lowest of any ethnic group.
- High school students from low income families (the lowest 20%) drop out at six times the rate of their peers from higher-income families. US Department of

Education, National Center for Education Statistics. (2004). *The condition of education 2004* (9)

- Dropouts are 3.5 times more likely to be incarcerated in their lifetime.
- 90% of the 11,000 youth in adult detention have no more than a 9th grade education.
- A high school diploma is more valuable now than ever—the earning power of dropouts has been in continuous decline over the past three decades.
- The U.S. death rate for persons with fewer than 12 years of education is 2.5 times higher than for those with 13 or more years of education
- The U.S. would save \$41.8 billion in health care cost if the 600,000 young people, who drop out each year, were to complete one additional year of education.
- If only 1/3 of high school dropouts were to earn a diploma, federal savings in reduced costs in food stamps, housing assistance and Temporary Assistance for Needy Families would amount to \$10.8 billion annually.
- Increasing the high school completion rate by 1% for men ages 20-60 would save the U.S. \$1.4 billion annually in reduced costs associated with crime.
- The national statistics show that every nine seconds a student becomes a dropout.

Source: American Youth Policy Forum, research by Nancy Martin and Samuel Halperin

Whatever It Takes: How 12 Communities Are Reconnecting Out-of-School Youth

The researchers stated, "While charter schools evoke passionate, often negative, reactions in many educational circles, their flexibility and adaptability make them increasingly popular among nonprofit, community-based organizations dedicated to reconnecting out-of-school youth to the mainstream. Many secondary schools serving out-of-school youth have obtained charters, not only to gain access to state education funding, but, more fundamentally, because they believe that public education dollars should serve all young people, including those who have not been successful in traditional schools. They believe that many traditional schools have failed these youth and that the state has a moral obligation to fulfill its promise to educate all of the nation's young people."

"Dropout reconnection is not rocket science." "Dropout recovery is hard often frustrating, work, more perspiration than inspiration., At its core, it is a matter of moral and political will, an insistent commitment to do whatever it takes to the job done—and done right." This quote was made by Ann Higdon, the President of the ISUS charter school featured in the study.

The Diploma School will address an under-rated American dilemma that, to an alarming degree, threatens social stability, weakens our economy, and diminishes the lives of millions of our fellow Americans—and our own. Dropouts represent an unacceptable loss of life and opportunity both for young people and the nation. The Diploma School wishes to charter a new path for our young people, while generating a newly found empathy for this largely overlooked population of young people.

National Association of State Directors of Career Technical Education

In 2007, the National Association of State Directors of Career Technical Education met in a consortium to identify the new national focus and direction of career education. The Diploma School aligns with the directions: 1) Preparation on academic and technical preparation, and 2) increase emphasis on achievement of degree, certification or credential. The Diploma School will provide more time and more support. The Diploma School will provide more time through 1) an extended day, 2) a year-round program and 3) a additional years of schooling for students who have left school or not on track to graduate within four years. The Diploma School offers support for learning to the students through its hallmark cooperative support component.

The *World is Flat* by Thomas Friedman, refers to the attention that is needed to fill the skills gap in American education. The Diploma School will provide a skills gap that currently exists in the traditional educational system as well as the community as a whole.

How Two of the Communities are reaching the Disconnected Youth

ISUS, Improved Solutions for Urban Systems

In Dayton, OH, a program called ISUS, Improved Solutions for Urban Systems, <http://isusinc.com>, was founded by Ann Higdon. "ISUS students may have been underachiever, dropouts and even court-involved, with odds clearly stacked against them." However at ISUS, these students become transcendents, people who rise against all odds. ISUS was the first organization in Dayton to offer returning dropouts a chance to earn a high school diploma (instead of a GED) and acquire college credit, certification and work experience while they finished high school." Ann Higdon is considered a social entrepreneur. She responds to that classification by saying, "Social entrepreneur create possibilities for getting society unstuck. They inspire confidence in people and engage them in the process of creating new realities for themselves and their communities."

Daylight/Twilight High School, DTHS

Trenton has a high school program called Daylight/Twilight High School, DTHS. It was created "to deal with the long-standing problem of too many kids on the corner...too many kids not finishing school." "DTHS offers a flexible, shortened school day, with an option of three four-hour shifts (7:30-11:30 am, 11:30-3:30 pm, or 3:30-7:30 pm)." Its Principal William Tracy, "believes that DTHS students are basically good kids who have been damaged by poverty and poor schooling". He said, "...that his students ought to have additional opportunities to build structure and discipline into their lives and to experience the feeling of success earned through hard work."

"DTHS students arrive with deeply entrenched behaviors and very negative attitudes toward school. The gradual change in this perception toward a more positive view of education may be the most important indicator of success for the school. The student treat the school's physical plant, staff and visitors with respect. The school has a very strict code of behavior and rules that students rarely complain about as they come to understand the need for structure in their lives. Administrators report that students come to realize that a standardized behavioral code is conducive to a successful learning environment, and they accept that they have shared responsibility to create a purposeful atmosphere. While many DTHS students have had discipline problems in their previous schools, astoundingly, DTHS has never had a fight and the suspension rate is zero. School administrators proudly point to the fact that the school has no metal detectors and only two security guards for a population of 3,000 across five campuses."

"A combination of factors—notably Trenton's relatively small size and school population, the decision to concentrate nearly all its efforts with the school system, and an extremely serious, no-frills approach—distinguish this successful dropout recovery effort. The Trenton program values achievement, readiness to learn, and, above all, student self-discipline—and it works. Although a well-qualified staff is clearly student oriented, its members by and large do not consider themselves surrogate family members. They are on board to see that the education and career preparation of badly disrupted young lives are put back on course, and there is no nonsense in their approach."

Reference

Source: Martin, N., & Halperin, S. (2006), *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth*. Washington, D.C: American Youth Policy Forum.

This is the same approach that OCABS was created to do and used in its first two years. This is the same approach that the Diploma School will follow. The Diploma School funding will be directed to student achievement using the ACSIP as a tool. The school will collaborate with numerous local agencies and programs to help support and fund the program's efforts to reconnect with youth. These alliances will also help to broaden the school's curriculum to better serve the diverse needs of its students, train additional student interns, and personalize the professional development of the school staff.

2011 American Policy Youth Forum Follow-up Study

The same group, American Youth Policy Forum, conducted a follow up report and published it a couple of months ago. The study outlined efforts that communities could take to combat the chronic problems leading to high school dropouts. OCBA, Inc. members are proud that the work done through OCABS in its first two years has been in step with the key considerations discussed in this study and presented here.

Key Considerations for Serving Disconnected Youth, July 2011.

<http://www.aypf.org/publications/documents/DY%20Paper%207.19.11.pdf>

"This paper provides a description of the youth population that is disconnected from education and the workforce and describes a set of key considerations for improving outcomes for this population. Programmatic examples that demonstrate how effective supports for youth look in practice are discussed. The paper concludes with policy recommendations for serving youth at the federal, state and local levels

The following key considerations are examined:

- 1) Engaging disconnected youth on a trajectory to graduation and beyond requires the use of data to understand student needs and to inform the creation of multiple options matched to these needs.
- 2) Educational pathways for disconnected youth must ensure that learning is relevant to careers, academically rigorous and adaptive to individual students.

3) Cross-sector collaboration and resource-sharing is essential to building and sustaining the network of services that support disconnected youth

Introduction

Nearly all jobs in the emerging economy in the U.S. will require youth to earn both a high school diploma and some type of a postsecondary credential to develop the

appropriate skills and training for family-sustaining employment. In order to move disconnected youth along the path toward high school graduation and postsecondary training, a comprehensive system of supports that extends beyond just academics is necessary. The process of developing the knowledge, skills, abilities and personal resources required for success is complex, and the path will be different for each young person as they navigate the interrelated systems that provide opportunities for learning and growth. Policymakers and community members must be committed to a vision of serving this population by aligning resources to support young people as they access opportunities across these systems. The education and training opportunities available must reflect the needs of a community's youth population, with a range of providers offering learning options matched to these needs.

According to a new report by the EPE Research Center, our nation's public schools had a graduation rate of 72% in 2008, meaning that nearly 3 out of every 10 students failed to earn a diploma. Many students who drop out of school remain persistently disconnected from both education and productive employment. One study conducted by Andrew Sum of Northeastern University has found that the average number of 16-24 year olds disconnected from both school and work at a given point in time is, 5.2 million, or 16.4% of all youth. The picture becomes increasingly dire when we consider the data by socioeconomic group. Youth from low-income families are particularly likely to be disconnected from school and work between the ages of 18 and 24; only 44% of these youth remain connected to either school or the labor market, compared to 67% from middle-income families and 75% from high-income families.

The population described as "disconnected youth" or "out-of-school youth" encompasses a large range of individuals that represent a heterogeneous group. These individuals have differing levels of skills and preparation for academic and career oriented training opportunities and are often faced with multiple obstacles to being prepared for the job market. The disconnected youth population includes young people who might be over-age and under-credited for high school graduation, have insufficient academic skill levels to complete credits necessary for graduation, have been involved with the criminal justice system, or have financial obligations that require them to work."

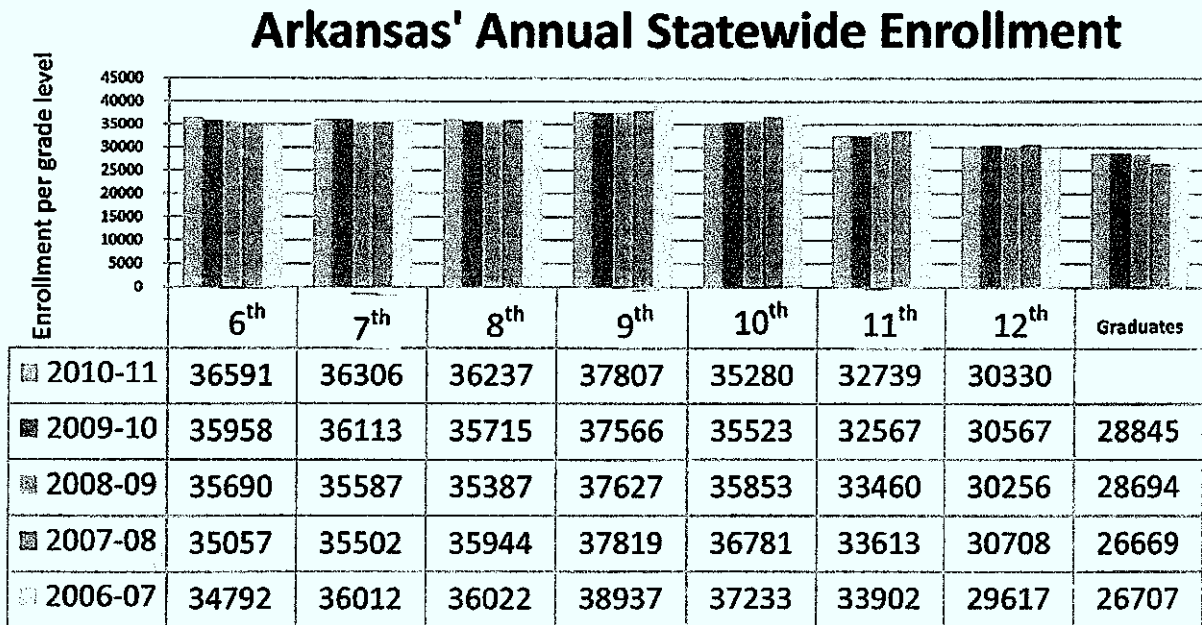
How does Arkansas rate?

According to Edweek, 11,405 is the number of non-graduates for Arkansas' class of 2011. Source: <http://www.edweek.org/media/v30-34analysis-circlechart-c3.pdf>

According to the ADE Data Center, 28,845 seniors graduated from Arkansas schools in May 2010. But this class started out with 38,937 classmates in their freshmen year. This number fell in their 10th grade year to 36,781, to 33,460 in their junior year. They

had 30,567 classmates in the start of their senior year.

How is our Arkansas economy affected when these young people do not graduate from high school?



Educational need based upon OCABS Research

Out of School Forum – Summer 2007

In a series of local meetings, a number of issues that face out-of-school youth were discussed. At a meeting on July 30, 2007, hosted by the Chamber of Commerce President in Osceola, the attendees listed their ideas as to the obstacles that face these youth. The attendees at this meeting included: a state senator, a state representative, a circuit judge, a family service advocate, an investigator, two Mid-South Health system representatives, Juvenile court intake officer, two officers from the Osceola Police Department, a prison warden, two school board members, two GED teachers, a school principal, an EOC Outreach worker. The forum participants formulated lists of obstacles that the youth faced. Then the participants grouped the obstacles in categories listed here:

Obstacle 1: Physical restraints

- Chronic illness
- Having children of their own
- Homelessness or highly mobile

Obstacle 2: Educational barriers

- Learning disabilities that have not been adequately addressed in the past
- Transferring excessively between schools in the past
- Behind graduation credits more than their peers.

Obstacle 3: Financial problems

- Need to work and earn money.
- The economy has affected them more than their peers.

Obstacle 4: Societal and emotional handicaps

- Court involved.
- Orphaned by death of parent
- Have or have had a parent incarcerated
- Abandonment issues.
- Low self-esteem.
- Drug or alcohol abuse.
- Has mental health disorders
- Has ADD or ADHD

The forum also discussed various agencies and how each can offer support. These agencies include but were not limited to Mid-South Health, Arkansas Counseling, Families, Inc., the Mississippi County Juvenile probation office, the Mississippi County Health Department, Mississippi County Drug Task Force, the Osceola/South Mississippi County Chamber of Commerce and Arkansas Northeastern College. These agencies became the partners in the **Cooperative Support Component**.

OCABS Studies: The Research Data, Analysis and Results

In the first round of studies conducted over three-year period, 2008 - 2010 at OCABS, the outcomes were identified for the optimum methods (schedule design, teacher characteristics, modeling for duplication) for educating our targeted youth and targeted youth across the state,

Pursuant to OCABS 2007 Charter, OCBA, Inc. conducted research studies on the targeted students according to categories of obstacles hampering them earning their high school diploma. The six studies with the following variables:

- length of time for each session (18 week, 9 week, 6 week, 2 week, etc.)
- configuration of the daily schedule (2 hour blocks, 90 and 50 minute periods, etc.)
- year-round calendar (longer Christmas break, two-week summer camp, early start date, one-week Step Weeks, 2-week Step Weeks, required tutoring sessions, etc.)
- the attributes of the instructors (traditional certified, non-traditional, teacher permitted, college instructor, part time, full time, adjunct, etc)
- method of delivery of the education (textbook, video book, virtual, etc)

Series of studies

OCBA, Inc. conducted a series of studies using the following variables.

- 1) 75% of their classes are taken through concurrent credit at ANC
- 2) Nine-week long sessions
- 3) Two-week sessions
- 4) Six-week long sessions
- 5) Flex sessions using the week long breaks
- 6) Full set of night classes, or Twilight classes, scheduled in six-week sessions and using step-weeks in between. Six-week sessions with 1 and 2 week long condensed step-weeks. Eleventh Grade English and courses with EOC are offered only during six-week sessions that overlap the test dates. Encourage at least 20 hours per week of paid employment. Goal of 25% of coursework completed by concurrent credit.

In each of the studies, OCBA, Inc. conducted the research using students from each category of obstacles. Both experimental groups of targeted students as well as control groups of targeted students were used. From the studies, less than 20% of the control group students were successful at overcoming their obstacles and completing their coursework. About 50% of the experimental group students were successful in four of our studies. But the most promising study was the study known as, "Full set of night classes or Twilight classes scheduled in six-week sessions and using step-weeks in between". In this study 90% of the experimental group students were successful at overcoming their particular obstacle.

From this most promising model, OCBA, Inc designed the Diploma School concept.

One of many Success stories

The best way to explain how OCBA, Inc. met the educational needs of targeted students is to share success stories. In the 2010 graduating class, about 2/3 of the graduates were targeted students. Their stories are inspirational. One of the boys in the graduating class was harshly abused by his birth mother. He was adopted by a loving couple but never recovered from the abuse. He enrolled at our school after being kicked out of a high school for inappropriate behavior. As with all the targeted students, prior to starting classes with us, we made an appointment for him with the TRIO counselor at our local community college to take the COMPASS test and set educational goals. This COMPASS test assessed his reading, writing and math levels of college preparedness. The results also let us know if we could and should enroll him in concurrent credit college classes. Also from the COMPASS test results, we determined that he needed further assessment so we tested him using the TABE adult literacy test. The TABE helped us evaluate his math, reading and literacy grade levels.

We found that he was performing on grade level for literacy but three grade levels behind in math. We also knew that we needed to build his confidence and self esteem. We scheduled him in a combination of concurrent credit classes, our high school night classes, our Extra Learning on-line remediation and math tutoring. He was successful at pulling up his math level and was happy at our school. He became popular with his fellow students and was elected class officer. Currently, he has married, is working, has a new baby and plans to start college later.

There are dozens more testimonials about the students and what the school had done for them. These are stories of students who had been abused or expelled but found a home and happiness on our campus. Our school became a place where students who are misfits, outcasts or have been bullied at other schools find a safe place to learn with the reputation is "it's a kind, quiet, safe and caring place to be". The Twilight School was particularly popular because it allows students to work or tend to family during the daytime. The Twilight schedule has compacted terms or sessions lasting just six weeks long where students can focus on just one or two courses at time. For instance, a student can complete a "fall semester" class and a "spring semester" class, such as one unit of World History in just 12 weeks, by going to class for two hours per night, Monday through Friday, totaling 120 hours of class time for one full unit or credit toward graduation requirements.

"Full set of night classes or Twilight classes scheduled in six-week sessions and using step-weeks in between"

To better explain, please refer to the Educational Program section where some specifics are explained about the schedule that showed the greatest success in our studies. We refer to this as a "Full set of night classes scheduled in six-week sessions".

The Twilight School was particularly popular because it allowed students to work or tend to family during the daytime. The Twilight schedule has compacted terms or sessions lasting just six weeks long where students can focus on just one or two courses at time. For instance, a student can complete a "fall semester" class and a "spring semester" class, such as one unit of World History in just 12 weeks, by going to class for two hours per night, Monday through Friday, totaling 120 hours of class time for one full unit or credit toward graduation requirements.

Twilight Schedule

The classes were taught in the evenings, Monday through Friday. The first Twilight period is 5:00 – 7:15 with a 15 minute break. The second period is 7:30 – 9:45, also with a 15 minute break. The sessions or terms are six weeks long. A Twilight student

earns a half credit per period. If he or she takes classes in both periods, he or she is counted as a 2/3 FTE student. If he or she takes just one period, he or she is counted as a 1/3 FTE. These sessions or terms are repeated seven times year round.

Our research interviews show that the targeted youth feel guilty for not succeeding in school. They feel that if they had done differently they would have succeeded. But in reality, the root cause of their failure was not always of their doing. More times than not, the relocation of their family during the semester, or an acute illness during the semester or a parent's financial problem during the semester or general lack of stability was the culprit. In Twilight night school design with the six-week sessions, the youth can have "mini" successes every six weeks. These "mini" successes build a targeted youth's confidence. Also when a targeted student must leave school for a period of time (to tend to a family member, take care of family business, train for work, relocate with another relative or go on maternity leave), they are withdrawn from APSCN. Then when a new six week session starts and they are able to come back, they are simply reenrolled in APSCN.

The community college's concurrent credit classes are also a popular component of the Twilight School. Every targeted Twilight students takes the COMPASS test and we strive to place them into college classes, at our local community college as soon and they are ready. In addition to evening classes, we enroll students in the daytime Secondary Skills Center taking courses such as welding class, automotive, medical professions, criminal justice, advanced manufacturing, renewable energy, teaching and STEM. These secondary center classes are held every for 1 ½ hours a day. In addition to class work, we arrange internships and/or part time jobs for our students.

Regarding the EOCs and literacy exams, our students are required to take the mandated tests. We make sure that our targeted students, when they enroll, understand this as a requirement. In the Twilight class calendar, the only time we teach classes such as Algebra I, Algebra B, Geometry, Biology and Junior English are during the same span of time that the EOC and other mandated tests are scheduled. For example, we may only offer junior English during the Twilight session that overlaps the month of March.

Dropping Out of our District Schools

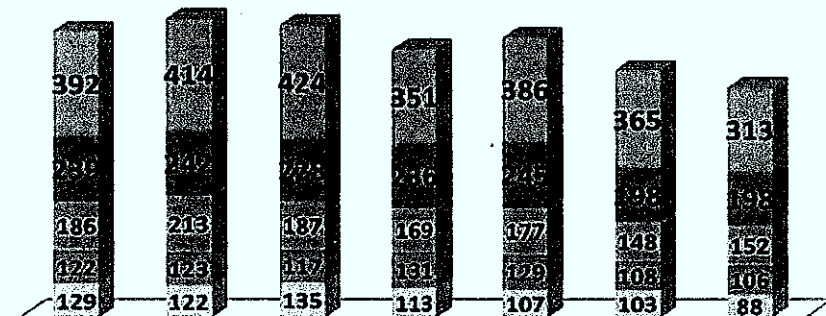
The following is ADE Data Center enrollment data from Arkansas school districts where we are requesting to open Diploma Schools. The shrinkage of enrollment throughout the years is evident. These charts are posted on our website with a link to the ADE Data Center.

Jonesboro Area Schools

Loss of about 200 students or 20% per graduating class

2010-11 School Year.
Student enrollment
per grade level.

Source ADE website:
<http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=jonesboro&pagesize=100>



	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Jonesboro Schools	392	414	424	351	386	365	313
Nettleton Schools	239	242	228	236	245	198	198
Valley View Schools	186	213	187	169	177	148	152
Westside Schools	122	123	117	131	129	108	106
Brookland Schools	129	122	135	113	107	103	88

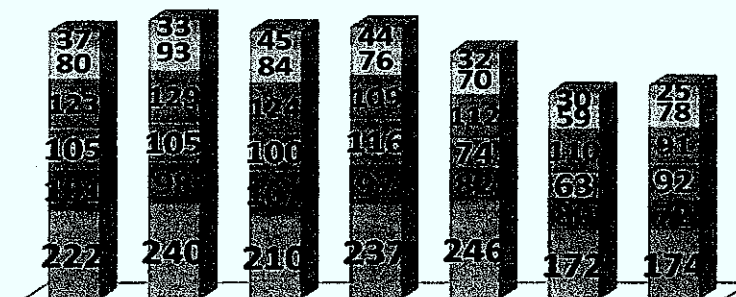
Mississippi County Schools

Loss of about 130 students or 20% per graduating class

2010-11 School
Year.

Student
enrollment per
grade level.

Source: ADE
website <http://ade.data.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=blytheville&pagesize=100>

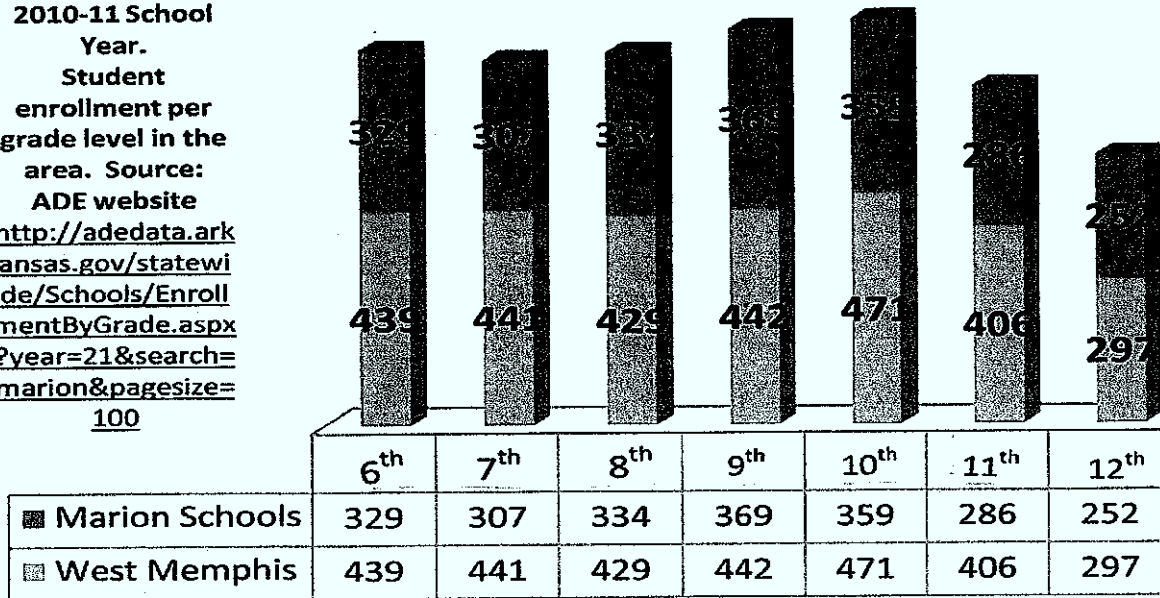


	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Amorel Schools	37	33	45	44	32	30	25
Manila Schools	80	93	84	76	70	59	78
Gosnell Schools	123	129	124	109	112	110	91
South MS County	105	105	100	116	74	63	92
Osceola Schools	101	98	107	97	82	80	72
Blytheville Schools	222	240	210	237	246	172	174

West Memphis area

Loss of about 200 students or 29% per graduating class

2010-11 School
Year.
Student
enrollment per
grade level in the
area. Source:
ADE website
<http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=marion&pagesize=100>



6. Describe the educational program to be offered by the public charter school.

Hallmark of The Diploma School

The Diploma School maneuvers around the obstacles that hinder the disconnected, targeted youth from finishing high school within four years. The Diploma School organizers formulated the components of the educational program around the research that supports this undertaking. A hallmark of the Diploma School is its year-round calendar and condensed, night class-schedule. With this educational format, students can focus on the gaps in their transcripts that hamper their success in the traditional high school. Students can earn up to three half-unit credits in just six weeks and up to 20 half credits in one calendar year. This scheduling allows the student to catch up on his/her credits and graduate quicker.

Educational foundation for the school.

The Diploma School will use its ACSIP plan as the tool to keep it focused on student success. The school will submit its ACSIP by deadline determined by ADE.

What makes The Diploma School Different? Specific rationale for waiver request to enhance and expand the educational options

Unprecedented Discipline and student conduct

- Lower discipline issues than traditional school.
- The students are treated like adults.
- Excellent conduct due to our Choosing Civility character education

Use creative calendar and bell schedule to help students overcome obstacles

- Students who are 18 or older can attend school as 1/3 FTE or 2/3 FTE or full time students depending upon their academic goals
- High school classes are taught mostly in the evenings between 3:00 and 10:00.

100% of our students will graduate

- Students can earn up to 20 one-half credit classes or ten full units in one year
- Diplomas awarded in May, in July and in December every year.

Innovative methods of delivering high school coursework

- Utilize blended, digital learning such as, I-School programming and technology, APEX, Extra Learning, AVHS, Flipped classroom pre-recorded vodcasts or videos.
- May operate branch classrooms and tutoring centers to better reach the disconnected students around the area. These branches could be equipped with the vodcasting and compressed video equipment. If a branch location is desired, the Board will request ADE Charter School office's approval. The branch must meet all provisions of Section 16 of this application. SBE will delegate to the Charter School office the approval of such branch location.
- Develop curriculum videos/vodcasts such as the flipped classroom
- Share these vodcast available on our website so other schools, teachers and parents can benefit from our videos.
- Continue to research and find the most successful practices to move the focus from teaching to learning in the most effective and efficient manner for these targeted youth.
- Offer credit recovery and grade forgiveness on the student's transcript.

Skills training and college preparedness is a focus

- The Diploma School pays the tuition, books and fees for Diploma School students' concurrent enrollment college credit courses.
- Concurrent college credit classes count toward the students' graduation requirements per the attached matrix.
- Award weighted credit for concurrent credit classes, similar to AP and IB classes that the student claims for core course graduation requirement(s).
- Students sit for college placement tests, such as COPMASS upon enrolling at the Diploma School and are placed in concurrent enrollment credit classes as soon as possible.
- Students' schedules are tailored around area secondary centers for skills training
- Students are offered "work education", Youth Apprenticeships, internships and paying jobs

Foundational educational philosophy and curricular and instructional strategies

Presented on these two pages is actual data from students' transcripts. Potential students, when visiting OCABS the first time, helped the staff complete their graduation requirements' "tally sheet". The exercise helped them understand the amount of coursework he/she needed to complete to earn a high school diploma. The names of the students have been changed to protect their privacy.

These tally sheets are presented to help explain the irregular gaps that many targeted students have in their transcripts. The tally sheets also show the small amount of coursework that needs to be completed. The Diploma School will offer courses in six-week terms. The students can earn up to three credits per term. This scheduling allows the student to graduate in the shortest amount of time.

Examples of scheduling strategies

Both "Johnny" and "Angie" tested high enough on their COMPASS test to immediately begin taking college freshman level English Composition. They could complete their English requirement by taking the concurrent enrollment college credit class at the local community college. "Johnny" could complete his career focus requirements in the secondary center Welding II course. "Angie" could earn her Algebra and fourth year math credits through the Diploma School's night classes.

Visit the Diploma School's website, www.diplomaschool.org for more student stories.

<p align="center">Graduation Requirements TALLY SHEET</p> <p>Name: <u>Johnny Mac</u> Date of Birth: <u>xx/xx/xxxx</u> Age: <u>19</u> SSN: <u>xxxx-xx-xxxx</u> Cell phone # or e-mail: <u>xxxx-xxxx</u></p> <p>Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count a 1 credit. 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Graduation Requirements TALLY SHEET

Name: Celia Jones Date of Birth: xx/xx/xxxx Age: 16
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Put your semester grades in the box next to the class. In Arkansas, two grades count as 1 credit. Grades of "D" or higher count for credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	C	C
10th Grade	C	C
11th Grade	C	B
12th Grade	B	B
Junior Literacy test	NA	

MATH (4 credits required)

Algebra 1	C	C
Geometry	B	B
Algebra 2	B	A
Algebra EOC		
Geometry EOC		NA

SCIENCE (3 credits required)

Physical Sc.	C	C
Biology	C	C
Chemistry	C	A
Biology EOC		NA

HISTORY (3 credits required)

Civics or Civics/Economics	C	B
U. S. History	C	C
World History	C	C
Verify AR History?	yes	or no

Physical Education

Health	C	C
Fine Art	B	B
Oral Communications	A	A

CAREER FOCUS or ELECTIVE (6 credits needed)

Choir/ PE	A	C
PAAL 1	B	B
Choir 2	A	B
Music Hist/Art	C	A
Per Family Dev	A	A
Family/Child Dev	A	A
Geography	B	B
Computer Info	A	A

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX, AR	2005-06
XXXX	XXXX, TX	2006-09

Date evaluated: Jan '10
 Grades earned (need 44 for diploma): 40/44

Graduation Requirements TALLY SHEET

Name: John Gray Date of Birth: xx/xx/xxxx Age: 20
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count as 1 credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	X	X
10th Grade	X	X
11th Grade	X	X
12th Grade	X	X
Junior Literacy test		

MATH (4 credits required)

Algebra A	X	X
Geometry	X	X
Algebra B	X	X
Algebra EOC		X
Geometry EOC		X

SCIENCE (3 credits required)

Physical Sc.	X	X
Biology	X	X
Chemistry	X	X
Biology EOC		X

HISTORY (3 credits required)

Civics or Civics/Economics	X	X
U. S. History	X	X
World History	X	X
Verify AR History?	yes	or no

Physical Education

Health	X	X
Fine Art		
Oral Communications	X	X

CAREER FOCUS or ELECTIVE (6 credits needed)

Computer 1	X	X
Computer 2	X	X
Welding 1	X	X
Welding 2	X	X
Automotive	X	X
ROTC	X	X

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX, AR	2005-2008

Date evaluated: May '10
 Grades earned (need 44 for diploma): 38/44

Graduation Requirements TALLY SHEET

Name: Billy Roberts Date of Birth: xx/xx/xxxx Age: 19
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count as 1 credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	X	X
10th Grade	X	X
11th Grade	X	X
12th Grade	X	X
Junior Literacy test		

MATH (4 credits required)

Algebra 1	X	X
Geometry	X	X
Algebra 2	X	X
Precalc/Trig	X	X
Algebra EOC		A
Geometry EOC		F

SCIENCE (3 credits required)

Physical Sc.	X	X
Biology	X	X
Biology EOC		F

HISTORY (3 credits required)

Civics or Civics/Economics	X	X
U. S. History	X	X
World History	X	X
Verify AR History?	yes	or no

Physical Education

Health	X	X
Fine Art	X	X
Oral Communications		

CAREER FOCUS or ELECTIVE (6 credits needed)

Welding 1	X	X
Welding 2	X	X
Welding 3	X	X
Welding 4	X	X
Automotive 1	X	X
Automotive 2	X	X

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX, AR	2006-2009

Date evaluated: Sept '09 Jan '10
 Grades earned (need 44 for diploma): 26/44 31/44

Graduation Requirements TALLY SHEET

Name: Danyelle Holmes Date of Birth: xx/xx/xxxx Age: 18
 SSN: xxx-xx-xxxx Cell phone # or e-mail: xxx-xxxx

Put your semester grades in the box next to the class. In Arkansas, two grades count as 1 credit. Grades of "D" or higher count for credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	C	A
10th Grade	B	D
11th Grade	F	
12th Grade		
Junior Literacy test		

MATH (4 credits required)

Algebra A	B	C
Geometry		D
Algebra B	D	
Algebra EOC		
Geometry EOC		

SCIENCE (3 credits required)

Physical Sc.	B	B
Biology	D	F
Envir. Science	D	
Biology EOC		

HISTORY (3 credits required)

Civics or Civics/Economics	B	B
U. S. History	C	C
World History		
Verify AR History?	yes	or no

Physical Education

Health	D	C
Fine Art		
Oral Communications		

CAREER FOCUS or ELECTIVE (6 credits needed)

Spanish I	C	C
Intro to Criminal Justice	C	C
ROTC	A	A
EAST lab	B	B
ROTC II	A	A

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX, AR	Part of fall '06
XXXX ALE School	St Louis, MO	2006-09

Date evaluated: Oct '09
 Grades earned (need 44 for diploma): 27/44

Teaching and learning strategies to be used.

Flipped classroom or blended digital learning - A Diploma School method of teaching

The flipped classroom or reverse classroom is a model of teaching in which a student's homework is the traditional lecture viewed before the start of a class or outside of class on a vodcast. Then class time is spent on inquiry-based learning which would include what would traditionally be viewed as a student's homework assignment. Inquiry-based learning describes a range of philosophical, curricular and pedagogical approaches to teaching. Its core premises include the requirement that learning should be based around student's questions. In this form of instruction, it is proposed that teachers should be viewed as facilitators of learning rather than vessels of knowledge.

A podcast is a series of audio files that can be downloaded from the Internet, often released on some regular schedule. Podcasting is an instructional method in which the classroom teacher creates a vodcast of their classroom lecture on a topic or objective for viewing by students before attending class on that topic.

A vodcast is a podcast that also incorporates video in addition to audio. These are short screen captures of material with narration by an instructor, typically performed on a Tablet PC or SmartBoard. These digital videos can be observed online or downloaded. Vodcasts can capture solutions to example problems, tools and tips on specific concepts, and supplement lecture notes. The teacher may enhance the vodcast with related videos from other sources such as You Tube, How Stuff Work, Khan Academy, Brain Pops, Discovery streaming, etc.

In the Flipped Classroom model, students watch vodcasts before class at home or at the tutoring center or library. That way, class time is spent in engaging hands-on activities and directed problem solving. Students using the Pre-Vodcasting model have been very successful in mastering subjects. All teachers can benefit from Vodcasting their lessons live, and that the Pre-Vodcasting and Flipped Classroom can revolutionize instruction in Math, Science, and Foreign Language.

Mastery approach is intended to bring all students to a pre-established level of mastery on a set of instructional objectives or common core framework. Students are taught to well-defined objectives, formatively assessed, given corrective instruction if needed, and then summatively assessed.

Some of the benefits include:

Students who are absent really never missed a class. They are able to watch a Vodcast and get the essential material that was covered. Though some of the real teacher and classroom interaction is missed this is VERY helpful to the students.

Less time tutoring students after school: Not as much time is spent re-teaching the missed content to the absent students.

An amazing tool when teachers are absent: With pre-recorded lessons, students do not fall behind in the material. On a block schedule, it works to play the recording on the first day and the second day the teacher discusses the information covered in the video.

Lessons going out to the world: The Diploma School will post our vodcasts on the internet. We can reach students, teachers and parents all over the state. Some could be students who were using the vodcasts to help them with their understanding of their coursework. Some teachers can use them to learn how to better teach a particular topic, some teachers can use them with their classes in cases of absences, and teacher can even submit corrections in our presentations.

Source: <http://electriceducator.blogspot.com/2010/09/flip-your-classroom-through-reverse.html>, <http://vodcasting.ning.com/video/the-flipped-classroom>, <http://www.hulu.com/watch/223158/tedtalks-salman-khan-lets-use-video-to-reinvent-education>

Choosing Civility and Student Safety

The primary purpose of any school is to educate students. But the first priority of a school is to ensure student safety. OCABS used the book, "Choosing Civility, the 25 Rules of Considerate Conduct" as the cornerstone of our school safety, student discipline and character development programs. Using this program, we were able to eliminate fights, arguments, suspensions and expulsions. This program works for all age levels.

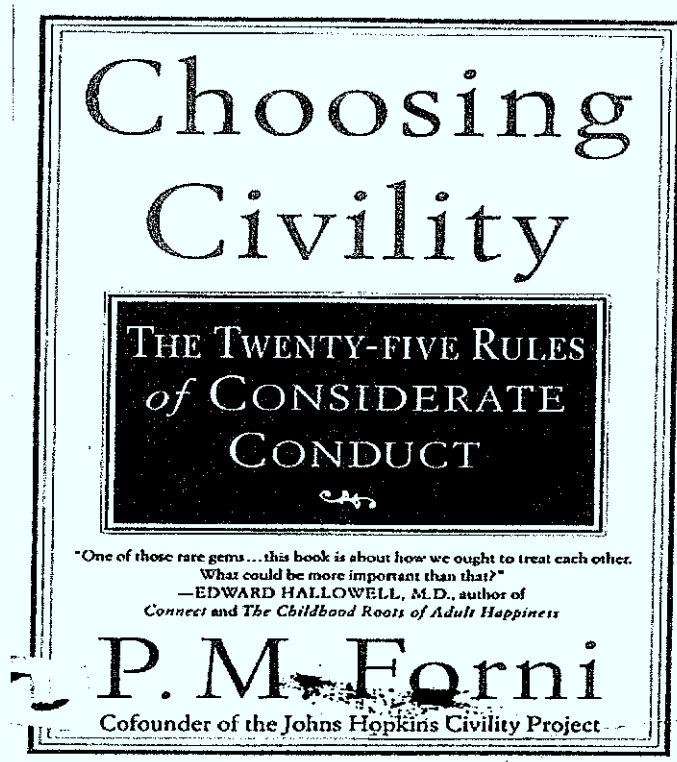
Recalling being surprised by how quickly OCABS became popular, we asked families why they wanted to enroll in our school. They told us that they were first attracted to our school because of our excellent reputation for having firm yet fair discipline, our emphasis on civility, our nurturing staff and our devotion to preparing our students for post secondary work, training and education. They knew that our students did not argue or fight with each other.

We attribute excellent discipline to our character education program that is centered on the "Choosing Civility" book. A copy of the book's cover and a list of the 25 rules are listed below. We provided a copy of the book for each of our families. And when disciplining our students, our staff members refer to the rule that has been broken. Often the student would be required to write an essay about how obeying the rule will make him or her better person.

Additionally, our students were taught to keep eye contact with teachers and staff. We also taught our students to greet visitors with a firm hand shake and introduce themselves.

This book was the subject of a story in the Democrat Gazette on September 20, 2009, written by Greg Harton. Entitled, "Is there some way to reduce rudeness in the 21st century?", Mr. Horton challenged school districts to use this book to tackle rudeness.

We wrote to Mr. Horton and shared with him that our school had been doing as he suggested with great success.



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Length of school day and year that meets state requirements

The school will operate at least 30 hours per week but the time will be divided over six days, Monday through Saturday. For that reason, the school is asking for a waiver on the six-hour day. The school will operate longer than the traditional school year. Therefore, the school is asking for a waiver on the start date and a waiver on the required the spring break week. Please refer to the calendar and bell schedule attached.

7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic 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.

Performance expectations for students and school as a whole

- The Diploma School expects 100% of its students to graduate with the adjusted cohort group.
- The School expects to meet Adequately Yearly Progress, AYP on mandated tests.
- The school desires that 0% of its graduates need college remediation.

Specific goals in Reading, reading comprehension, mathematics, mathematic reasoning

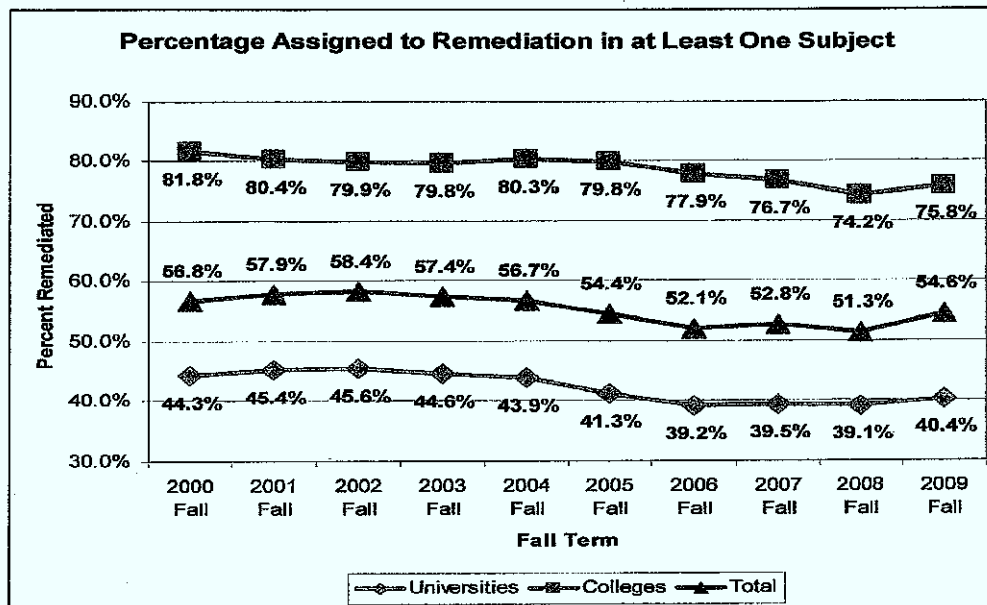
The Diploma School tests all of its students to see if they can score at least a 19 in the reading, math and English portions of the ACT or comparable scores on the COMPASS or ASSET. Students not meeting the cut score(s) will complete and pass the corresponding remedial course work. Doing so, the student would graduate from the Diploma School and enter into college courses without having to take remedial classes. ADHE reported this month that 52% of all first time students in the Arkansas' public universities and colleges had to take remedial classes. The Diploma School will try to ensure that its graduates will not need remediation. The ADHE chart is shown on the next page.

The students can substitute these classes for graduation credit per the Concurrent Credit matrix. Each of these courses can satisfy a half-unit of graduation requirements.

Once the students complete the remediation or if the student scored above the ACT cut score, they are encouraged to enroll in a concurrent enrollment college credit classes. See the concurrent enrollment matrix for the course code transfer credits. Classes with course codes above the remedial prep will satisfy one unit per three hour college course.

Clear, measurable and data-driven goals or ACSIP

The school will create, implement and sustain its Arkansas Comprehensive School Improvement Planning (ACSIP) model annually. This planning and fund distribution design will help school leaders develop a comprehensive school improvement plan. The plan will be used in our applications for federal programs administered by the Arkansas Department of Education, under No Child Left Behind (NCLB), in addition to Student Special Use Funds. The plan will include priorities based on the school's greatest needs. The plan will identify the performance of student subgroups if the subgroup did not meet the achievement level necessary for Adequate Yearly Progress. The improvement plan will be submitted electronically by October 1st or by the date determined by ADE.



- Of the 11,837 students assigned to remediation, 5,260 (44.4 percent) were in the four-year sector and 6,577 (55.6 percent) were in the two-year sector.
- 3,892 of the students assigned to remediation (32.9 percent) were placed at the developmental level in only one subject area (i.e., mathematics, English, or reading). Of those assigned to only one subject, the group of students was in mathematics (77.5 percent), followed by English (12.4 percent) and reading (10.0 percent). 7,945 of the total students remediated (67.1 percent) were placed at the developmental level in two or more subject areas. In addition, 4,323 (36.5 percent) of the total students remediated were placed at the developmental level in all three subjects. More students were remediated in all three subjects (4,323) than in only one subject (3,892).
- Among 4-year universities, of students assigned to remediation, 37.2 percent were assigned to remediation in only one subject, 62.8 percent were assigned to remediation in two or more subjects, and 34.6 percent were assigned to remediation in all three subjects (Attachment 6-1).
- Among 2-year colleges, of students assigned to remediation, 29.4 percent were assigned to remediation in only one subject, 70.6 percent were assigned to remediation in two or more subjects, and 38.1 percent were assigned to remediation in all three subjects (Attachment 6-1).

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Valid and reliable assessment tools for measuring each of the defined goals

The schools shall be responsible for assessing each student's progress to determine mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).

The students will take the state mandated tests such as Algebra EOC, Geometry EOC, Biology EOC, Algebra 2 exam, 11th grade Literacy, and any other state mandated tests.

The students will take college entrance exams such as COMPASS, ASSET or ACT when enrolling in the Diploma School.

The school will use other assessments such as Northwest Evaluation Assessment, NWEA.

The school will monitor student with AIPs and ensure that their remediation is completed.

8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

Process designed by team for curricular program

The school shall use the ADE curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards. The school will use certified teachers to help;

- create the flipped classroom type video lectures and demonstrations
- develop the lesson plans and pacing guides for the videos
- develop classroom assignments and activities that enhance the video lectures and demonstrations.
- create assessments that measure student mastery

Aligned with AR Curriculum frameworks and Common Core Standards.

The "Flipped Classroom" type videos and supporting classroom assignments will be categorized according to the corresponding ADE framework strand or Common Core cluster.

The Diploma School will use certified teachers to ensure that all the course contents reflect the strands in Arkansas' courses frameworks and that all the frameworks are covered.

Sound and rationale plan and timeline for aligning the curriculum with ADE content standards, benchmarks and performance standards.

During the staff's annual curriculum review and alignment, the staff will verify that all standards, benchmarks and performance standards are addressed in the lesson plans,

pacing guides, etc. The staff also ensures that best practices are used and recommends improvements.

Transition to Common core Standards

The Diploma School will transition its curriculum to satisfy the requirements and time frame of the Common Core Standards adoption. The school will make the conversion prior to the 2013 school year or as determined by ADE. The school will convert lessons from the Arkansas Framework strand numbering to Common Core clusters.

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.

Impact within the current public education system.

Referring to the districts' enrollment charts in Section 5, Educational needs, the number on the chart represents the disconnected students per grade level. That number multiplied by 4 represents an approximate number of targeted youth in the area between the ages of 18 and 21.

Specific geographic area served by the Diploma School

The map in the attachments shows the geographic area served by the school. Copies of the public meeting letters were sent to the superintendents of the districts. The certified mail receipts for these letters are attached.

Information on school districts within the geographic areas

The bar graph in Section 5, Educational needs, provides data about the loss of enrollments for the districts in the area.

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.)

Annual Progress Report defines the academic progress and how data is measured, analyzed and reported

**Documenting student performance data within the timeline required by Standards
And dissemination of the annual report to stakeholders**

Section By November 15 or a date determined by state law, the school shall publish an annual report to the public in the local newspaper or in a letter mailed to the parents. The report will detail the school's progress toward goals, accreditation status and proposals to correct deficiencies.

The Board shall hold a public meeting by November 15, or by the date determined by state law, to review and discuss the annual report detailing the school's progress toward goals, accreditation status and proposals to correct deficiencies. Documentation of this meeting may include minutes of the meeting, the agenda including progress toward goals.

Report to the ADE Charter school office

The school will provide a progress report and updated data to the ADE Charter school office by the deadline determined by ADE.

ACSIP

The school shall develop, with appropriate staff and community participation a comprehensive plan. The school's goals shall be compatible with state and national education goals and shall address local needs. The plan shall be filed with and reviewed by Department annually on or about October 1st. The ACSIP will be viewable to the public through the ADE website or the school's website.

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 required by federal court or administrative order, the applicant shall furnish a copy of the order.

Attract and enroll our student body

A publicly announced and promoted Diploma School promotional campaign will be held during the first two weeks in March to promote enrollment in the school. The Board recognizes the need to engage in an aggressive campaign to reach every potential student. Many sources will be encouraged to provide leads for potential candidates, including but not limited to: the local school districts, the courts, local law enforcement, local churches and employers. Local public high schools will be invited to help reach out to their former students who have left their high schools. Of particular interest are their former students who are going to count against their adjusted cohort graduation rate. The district can improve their own adjusted cohort graduation rate by helping

enroll those students in the Diploma School. Once their disconnected students enroll in the Diploma School, the students will be removed from the denominator in their graduation rate formula.

Enrollment process is open, fair and in accordance with applicable law

Enrollment forms will be made available for completion from March 1-15. The Diploma School will hold an enrollment process that is open, fair and in accordance with applicable law.

Guarantee of a random, anonymous lottery process if more students apply than can be accommodated

If more applicants enroll in the school than are spaces available a public lottery will be held on the first weekday after March 15th to draw for the names of students that will fill the school. The names of the students not selected will be saved in the event a selected student relinquishes his/her slot. If an opening comes available, another name will be pulled, by random selection, from that lottery pool.

In the years that follow, existing students wishing to return for the next year are not required to enter the lottery pool. Returning students are required to complete an "intent to return" to the school before March 15th.

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.

Job duties of school director and other key personnel. Outline the professional qualifications required for administrators, teachers, counselors, etc. The staffing plan outlines the types and numbers for administrators and number of positions to be filled at the Diploma School. The salary schedule is attached.

The COO will serve part-time as the school's superintendent. The COO must have a bachelor's degree, be experienced with school administration and APSCN's SMS and FMS. Preferably, the COO should have a master's degree and have experience with managing a charter school. The COO will oversee responsibilities such as

Standards of Accreditation
Statewide Information System, SIS
Board relations and policies
Compliance to the Charter
Charter renewal
Long range planning

Quality Management System
AR Governor's Quality Award
Legal issues
Monitor Commissioner's memos
Ensure all ADE reports are filed
Maintain job descriptions

Research and Development
 Teacher training
 Highly Qualified assurance
 NSLA
 Food services and nutrition
 Liaison with Educational coop
 Curriculum and Instruction
 Testing and Assessments

Creating Master Schedule in APSCN
 Initial and Annual Tier 1 training
 Equity compliance report and assurance
 ALE Reports & Program description
 APSCN Student Management System
 Cognos
 Triand
 APSCN Cycle reports

The **CFO** will serve part-time as the school's business manager. The CFO must have a bachelor's degree, be experienced in school finance and familiar with the financial side of APSCN. Preferably, the CFO should have a master's degree or higher and worked with APSCN's Financial Management System (FMS). The CFO will oversee responsibilities such as

Business manager
 ACSIP development and submission
 Technology Plans & E-rate
 Federal Programs Coordinator
 Schedule the Annual Audit
 School Budget, Sept 30th
 Monthly financial reports
 APSCN Financial Cycle reports
 Security Policy
 Salary schedules
 Annual Report by Aug 31
 Arkansas Retirement System

State and Public School Employee
 insurance Program
 Procurement and bidding
 Statewide Information System, SIS
 EDGAR
 Equipment inventory
 NSLA
 Initial and Annual Tier 1 training
 Schedule annual audit by year's end
 Write grant applications
 Work financials with Educational Coop
 Promotional events

The **School Director** will serve as the campus principal. The School Director must have a bachelor's degree, and preferably, a master's degree. The School Director will oversee the day-to-day operation of the school including

Manage student data
 Control student records and transcripts
 Control schedules and grades
 Report attendance
 Set student and staff discipline
 Manage staff
 Records staff professional development
 Offer student activities
 Review student handbook
 Evaluate transfer students' credits
 Set up Parent Center
 Arrange building inspections
 Conduct safety and fire drills

Ensure compliance with IDEA
 Ensure criminal background for staff
 Ensure child mistreatment checks
 Comply with Special Education
 Schedule Parent Teacher Conference
 Recruit targeted student
 Enroll and retain students
 Plan Closing Achievement Gap efforts
 Have community involvement
 Guide graduation and diplomas
 Delegate student functions and activities
 Review lesson plans or pacing guides
 Recruit and recommend teachers

Evaluate teachers
Observe classrooms
Serve as Instructional leader
Serve as Office of Teacher Quality Repr

Plan Minority Teacher Recruitment
Ensure Parent Involvement Plan
Publish Annual School Performance Re
Purchase goods up to \$10,000.

The Diploma School asks for the waiver on teacher certification. But the teachers must meet the highly qualified teacher status requirements.

The Diploma School will use certified teachers as the ACTAAP Test Coordinator and to administer the state mandated assessments as required by ADE.

The school will use certified teachers as required for its Special Education programs.

The school will consult with certified teachers when creating its blended digital learning.

The professional standard that all employees will be held to:

All staff members will uphold the professional code of ethics and conflict of interest.

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.

Business Office and managing fiscal responsibility

The Diploma School system will have a formal business office with the CFO acting as a business manager. The CFO will work with the local education cooperative(s) in composing and preparing the school's annual budget and financial reports for the school board's input and approval. The upcoming year's annual budget will be created and approved by the Board on or prior to September 30 or the date determined by ADE.

Procurement Activities

The Diploma School has a draft of the Purchasing and procurement policy. This policy is available to ADE upon request. The policy includes bidding procedures.

Qualifications of personnel

See Section 12 for the list of requisite qualifications of the CFO.

Annual budget timeline

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

Two-year Budget Estimate

The Budget Worksheet has been developed for application purpose. It is formatted to expedite the application process and does not include funds that are not presently guaranteed and does not include one-time grants such as the Charter School Program Implementation grant.

Budgeting for student enrollment

Year One: Enrollment – 150students
Grade levels – 11th grade

Year Two: Enrollment - 200 students
Grade levels – 11th and 12th grades

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

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education.

Budgeting for Staff

The Diploma School will use mostly adjunct, part time instructors. The rate paid per half-unit course is \$1600. The equivalent full time teacher, at seven classes per semester, would earn \$22,400 per year. Number of Positions, is stated as the full time equivalent (FTE) of each position.

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

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. Act 993 of 2011 requires that the Division of Legislative Audit conduct every new charter school's first-year audit unless the State Board approves otherwise. If the school wishes to utilize a licensed accountant or licensed certified public accountant to perform the first-year audit, please identify the accountant by name, firm, address, and phone number. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.

Schedule the Audit

The Diploma School's entity, OCBA, Inc. has worked with a Little Rock auditor. Therefore Hudson Cisne will conduct the Diploma School's first-year audit. Their contact information is listed below.

Hudson Cisne & Co. LLP
Rami Kassissieh, CPA
11412 Huron Lane
Little Rock, AR 72211 (501)221-1000

The audit will be scheduled prior to the start of the new fiscal year.

Information needed to be reported to ADE

The schedule of statutes required by ADE to be addressed in independent auditor's report on compliance include;

Bidding & Purchasing commodities
School officials prohibited from Sales
Collateralization & Investments
Deposit of Funds
District Finances
 Bonded & non-bonded Debt,
 District School Bonds
 Petty Cash,
Investment of Funds
Management of Schools
 Board of Directors
 District Treasurer - Warrants
Management letter for Audit
Nonrecurring Salary Payments
Revolving Loan Fund
Salary Laws
School Elections

Teachers and Employees
 Personnel Policies
 Employment & Assignment
 Teacher's License Requirement
 Contracts
 Certification Requirements
 Fair dismissal Act
 Sick leave policies

Teacher Salaries, the Minimum
 Foundation
Program Aid Act
Teacher Salary Fund
Trust Funds
Use of Contractors, Improvement
 Contracts
Use of District M & O Millage

Information reported to the community

The audit will be posted on the school website.

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

Diploma School organizers are experienced in the required state educational data reporting system, APSCN and met full Standards of Accreditation

The Diploma School will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting both education data and financial data, including grant funds or private donations received directly by the charter school itself. The Diploma School will comply with all state statutory requirements regarding the APSCN educational data reporting system including submitting electronic transcripts.

All funds will be accurately entered and maintained in the APSCN financial database, with donations, state funds, and federal funds separated accordingly.

The Diploma School organizers are experienced with every side of the financial side, FMS and of the student side, SMS of APSCN. The Diploma School organizers completed APSCN Initial, Tier 1 and Tier 2 training in the 2008, 2009 and 2010.

In 2008, the organizers started up the APSCN system for OCABS Charter School, utilizing help from the local educational cooperative. The organizers maintained the OCABS APSCN system for the school's first two years of operation.

In its first two years, OCABS earned full Standards of Accreditation without even a cite. In the second year, the organizers hosted the Standards unit for an on-site review and again earned full Standards of Accreditation without even a cite.

Some of the specific duties regarding establishing and operating APSCN are identified in Section 12, Job Descriptions.

16. *Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.*

Experience with school facility needs

The Diploma School organizers established and opened the OCABS Charter School in 2008. The organizers prefer a facility, such as a warehouse space, where the school can rent a portion of the space and have plenty of room to expand as needed. The organizers are experienced with erecting walls and building out classroom spaces. The organizers are experienced with safety and health inspections needed for the facility including the requirements for Fire Marshall's approval. This approval must be in hand before the school can open. The organizers are experienced with making a warehouse space IDEA compliant.

Use only space needed with option to expand

The facility is a former retail business that has been vacant for years. The facility layout is a large open store room floor. There is over 12,000 square feet available. We will use volunteers to frame out the classrooms that we need. We pay rent only for the space that we are using. We will be allowed to add classrooms as we increase enrollment.

Maintenance and repair of facility

The owners will maintain the roof, parking lot, building HVAC, lighting and electrical, plumbing and building exterior.

Facilities utilization and Lease Agreement

The ADE supplied form has been completed and is attached. The building owners understand and invite representatives from ADE to visit the site within the next couple of months. The building meets code for the school.

There are no relations with the property owners

There are no relationships with the facility owners and anyone associated with the entity board, or anyone who has been helping to get the school started up, or anyone who has expressed an interest in working for the school if it is approved.

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,

There are none.

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

There are none.

(3) *The eligible entity sponsoring the open-enrollment public charter school, or*
There are none.

(4) *Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.*
There are none.

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.

The school facility already complies 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 during the ADE inspection, a nonconformance is discovered, we will repair or fix the facility to meet the requirement.

The facility's zoning allows usage of this building for a school.

No liquor stores are within 1000 feet of the facility.

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

Conflicts of Interest

There are no conflicts of interest among the individuals involved with this proposed charter school. There are not any family or financial relationship between any of the following.

(A) *Any other individual specifically identified by name in Section A of the Application;*
There are none.

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

There are no contracts with anyone regarding employment or services at the school should the charter be approved.

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

There are none.

For the purpose of this Standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;*
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; or*
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.*

There are none.

18. Describe the manner in which the school will make provisions for the following student services unless a waiver is being sought:

Under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The Diploma School cannot waive the responsibility of providing services for students with disabilities.

A. Guidance Program

The Diploma School will utilize the counselors and the TRIO staff at the local college to assist the students with long term goals and opportunities.

The Diploma School advisor will maintain the students' permanent records on APSCN and ensure that the students are current in their course requirements and have been coached about college and scholarship opportunities. The advisor will evaluate incoming transfer students' transcripts for assignment of credit. The advisor will evaluate the students' career interest forms. The advisor will advise the students about the coursework and/or skills training that meet their interests. The advisor will consult with the parents and students about the SMART Core Curriculum policy.

Area counseling agencies

As with the OCABS Charter School, the Diploma School will work closely with area counseling services such as Mid-South Health Systems and Families, Inc., Arkansas Counseling Services

B. Health Services

Cooperative Support Component:

The Diploma School will contract with the local health department or health services supplier to provide health care services for the students, including vaccination and health screenings.

The Diploma School office will secure the students medical release forms.

C. Media Center

The Diploma School will utilize the local library and college library for its students.

The Diploma School's computer lab will give students access to media services. The lab will have a networked computer dedicated to administrative purposes only.

The Diploma School will support technology as a tool for learning.

D. Transportation

The Diploma School seeks a waiver for transportation.

E. Special Education

The Diploma School will focus on the special needs of its students. It is anticipated that about 5% the students will have an IEP. It is particularly important that the Diploma School meet the needs of students with IEP because this program may be the last opportunity that many of the students have to access special education. The local GED does not have a special education component and the young people with an IEP may never score high enough on the TABE to be able to enter these programs.

Special Education Process

The Diploma School will exercise a continuous effort to identify, locate and screen our students in need of services. The school will use a formal, ongoing referral process for reviewing information related to the students' special needs and an assessment and reassessment process to determine specific areas of need. The school will have IEP planning to determine the students' educational needs based on assessment data and completing the written IEP program. The school ensures delivery of the instructional programs and placements. The Diploma School will staff or outsource the required and qualified personnel to meet the students' needs. The Diploma School will consider contracting with the Arkansas Public School Resource Center, APSCR to provide the school level special education services. The school facility will allow students with disabilities to interact with students who do not have disabilities. Parent involvement and due process will be followed in reference to parental rights in all aspects of acquiring, developing, planning and implementing special education services. Diploma School will focus on pre-service and in-service needs in order to plan a special

education program. The school will collaborate with agencies that serve special needs students. The school will evaluate and utilize instructional resources including supplies, equipment and instructional materials. The school will coordinate the other educational programs to provide special education within the context of all other educational programs. The Diploma School will budget resources to purchase or obtain supplies, materials, equipment, services and personnel required to provide programs for special services. The school governance administers the structure and long-range plans that support the operation of the Diploma School special education system.

F. Alternative Education

The Diploma School is an alternative education facility and expects to have students in our ALE program.

G. Gifted and Talented Program

OCABS will seek waiver for Gifted and Talented programming.

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

The Diploma School will comply with all federal guidelines for students with disabilities in providing services and all aspects of IDEA.

19. 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.

Not Eligible for ADE's Child Nutrition

The Diploma School organizers have been in contact with ADE's Child Nutrition office. The hours of operation of the Diploma School may prohibit the proposed school from participating in the traditional lunch program. Ms. Wanda Shockey, Child Nutrition Director is asking the National School Lunch Program office if the Diploma School can obtain an exemption from the hours of service requirement. If this limitation is lifted and permission is granted, the Diploma School will participate in ADE's Child Nutrition program.

Modified Food Service

If the Diploma School cannot participate in the national and state Child Nutrition program, the Diploma School will provide a modified food service for its students.

The modified food service will utilize assistance from agencies such as the Arkansas Food Bank and Arkansas Department of Human Service's Special Nutrition Program.

The modified supper may include a cold sandwich food line, hot dogs, pizza, salad bar, milk and juice. Refer to the attached bell schedule for the time blocked for supper.

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

How parents or guardians can make a positive impact

The draft of the Parent Involvement Plan outlines the involvement of parents, staff and community in the decision-making of the school. This plan includes parents, students, employees and the community's help in carrying out the terms of this charter. The plan will be completed and mailed to ADE by the 1st of November or on the date due. If applicable, the Title I District Parent Involvement Policy will be included in the plan. This plan draft is available to ADE upon request.

These parents, guardians, students and community members may also make up the school's "Closing the Achievement Gap" committee and the ASCIP development committee.

*21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.***

Waivers from Title 6 of Arkansas Code Annotated (Education Code)

- | | |
|---------------------------|--|
| 6-10-106 | Uniform dates for beginning and end of school year |
| | The Diploma School will be a year round program. |
| 6-13-608 | Length of Director's terms – Board is elected pursuant to nonprofit bylaws |
| 6-13-611 | Vacancies Generally – “ |
| 6-13-614 | Districts with five directors and fewer than 150 pupils “ |
| 6-13-616 | Qualifications of Directors “ |
| 6-13-617 | Qualifications of Directors “ |
| 6-13-619 | Meetings – “ |
| 6-13-620 | Powers and duties “ |
| 6-13-630 | Election by Zone and at Large “ |
| 6-13-634 | School District Board of directors – Size – “ |
| 6-14-101 through 6-14-122 | General Election Laws-School Boards – “ |

- The Diploma School Board will be elected as explained in Section 3 of this application, and pursuant to the non-profit bylaws.
- 6-15-1004 Qualified teachers in every public school classroom –
Will use highly qualified teachers as determined by federal requirements
- 6-15-902 (c)(3) Weighted credit for concurrent credit
The Diploma School will award weighted credit for 2nd year (sophomore) level college courses that a student is using for a core course graduation requirement. See attached Weighted Credit matrix with ACTS
- 6-15-1005 Safe, Equitable and Accountable Schools
- 6-16-102 School Day
Diploma School will use an extended school day
- 6-16-124 Arkansas History-Required Social Studies course
Diploma School students should not be required to make this half credit up if they did not take the course in 7th or 8th grade.
- 6-17-111 Duty-free lunch
Staff will eat with the students.
- 6-17-114 Daily Planning Period
Staff will not have a paid daily planning period.
- 6-17-201 Personnel policy requirements – will use mostly part time instructors
- 6-17-203 Committee for each school district (Personnel Policy Committee) – “
- 6-17-302 Public school principals-Qualifications and responsibilities
The school will use a director instead of a principal. Many of the director's responsibilities are listed in the Job Description section of this application.
- 6-17-309 Certification – Waiver
- 6-17-401 Teacher's license requirement – Will use highly qualified status instructors
- 6-17-418 Teacher certification – Arkansas history – “
- 6-17-901 through 6-17-922 AR Teachers' Salary Law
- 6-17-1001 Minimum base salary—Master's degree
The school may use a performance based salary schedule.
- 6-17-1002 Salary Amount – Annual review
- 6-17-1501 through 6-17-1510 Subchapter 15 Teacher Fair Dismissal
Employees will be afforded constitutional due process in all dismissals.
- 6-17-1702 through 6-17-1705 Subchapter 17 Public School Employee Fair Hearing Act
Employees will be afforded constitutional due process in all dismissals.
- 6-18-223 Credit for college classes.
Diploma School students can substitute college classes for additional high school requirements as noted on the attached concurrent credit matrix. The Diploma School will pay the students' college tuition, fees and books for the dual enrolled college courses
- 6-20-1402 through 1407 Minimum School House Construction Standards
The Diploma School will meet all requirements regarding health and safety as well as the ADA and IDEA. The school will be built inside an existing warehouse space but will meet all health, safety and IDEA requirements.
- 6-24-106 Administrators
The school COO and CFO will have at least a Bachelor's degree and a business background. Most of the administrator's responsibilities are listed in the Job

Description section of this application. The salary is commensurable with performance, years of experience and level of graduate college work per the salary schedule found in the Appendix.

Waivers from SBE Rules and Regulations

Licensed Guidance counselors

The Diploma School will use a school advisor, local college counselors-TRIO and mental health counselors

Gifted and Talented Program Approval Standards

The Diploma School will focus on basic skills and workforce preparedness.

Licensed Library Media Specialist

The Diploma School will utilize the services of local public libraries

Minimum Schoolhouse Construction

The Diploma School will maintain a safe facility for its students.

Waivers of Minimum Salaries for Certified Personnel

The school will use adjunct and other part-time personnel.

Waivers from Standards for Accreditation

Standard IV Rule 9.03.4.13.9 Courses taught on a semester basis

The Diploma School will schedule all 38 units on its Master Schedule in ASPCN but if the full or half course is not needed by any student for graduation, the course will not have to be taught.

Standard V, Rule 10.01.2 190 day contract for teachers

The Diploma School will use adjunct and part time teachers

Rule 10.01.3 Ten days of professional development

The Diploma School will use adjunct and part time teachers

Rule 10.01.4 Six hour day

The Diploma School will split the 30 hour week over six days

Rules 10.02.5 Class Size and Teaching Load

The Diploma School will use work skill programs. One teacher may need to oversee more students than this rule allows.

Standard X (15.0 Personnel)

Rules 15.01 – 15.03.7 School District Superintendents & Principals

The school administrators will have at least a Bachelor's degree.

Rule 15.04 Professional Development and In-Service Training

The Diploma School will use part time and adjunct faculty and the will be scheduled to teach at different and various school sessions during the year. The faculty will be trained and their professional development records will be maintained by the School Director.

Standard XI., Support Services

Rule 16.01.3 Guidance and Counseling

The School will use a part time advisor to provide counseling services

Rule 16.02 Media Services

The School will utilize local libraries

Rule 16.03 Health

The School will use contracted services to provide the health program
Standard XIII. Gifted and Talented Education
Diploma School students will focus upon the basic courses.

22. 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.

The Diploma School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools. The Diploma School will not impact any desegregation order. There are no federal desegregation orders in the area where this charter school is being proposed.

Attachment 1-1 Concurrent Credit/Weighted Credit and Course Code Approval Diploma School Weighted Credit and Course Code Approval

The Diploma School students take concurrent enrollment college course from sources such as the local colleges and the Arkansas Early College High School. These classes will satisfy graduation requirements as listed in this course code matrix. On our master schedule, these courses may also count toward our 38 required credits.

Revised August 28, 2011

ADE Course code	Equivalent high school course title http://www.apsccn.org/sites/hdr/CourseCodeListing1112.pdf	Community college, technical college, four-year college or university courses identified by the ADHE's Arkansas Course Transfer System, ACTS codes. http://acts.adhe.edu/studenttransfer.aspx . The ACTS code courses may satisfy high school graduation requirements. We will not limit the number of concurrent enrollment courses that our students may take for graduation credit.
<i>The three-hour ACTS courses listed below satisfy one unit of graduation requirements for the ADE course paired in this matrix or for any one-unit Career Focus elective. Weighted credit may be awarded for these concurrent enrollment college classes if the college course is at least a college sophomore level class and its is used to satisfy graduation requirements for English, Science, Math, Social Studies, Art or Foreign Language courses on the student's transcript.</i>		
410000/1000 412000/3000	English 9 or 10 English 11 or 12	ACTS courses beginning with ENGL, such as: ENGL 1013 Composition 1, or ENGL 2023 Introduction to Technical Writing
414000 414010 416000	Oral Communica. (Speech/Drama)	ACTS courses beginning with SPCH or DRAM, such as: SPCH 1003 Intro to Oral Communication, or DRAM 1003 Theatre Appreciation
415000	Journalism	ACTS courses ENGL 2013 Introduction to Creative Writing, or ENGL 2023 Intro. to Technical Writing, or BUS 2013 Business Communications
420000	Biology	ACTS courses beginning with BIOL, such as: BIOL 1014 Biology and Lab
424030	Anatomy & Phys	ACTS courses beginning with BIOL, such as: BIOL 2404 A & P and lab
423000	Physical Science	ACTS courses beginning with PHSC, such as: PHSC 1004 Physical Science & Lab
421000	Chemistry	ACTS courses beginning with CHEM, such as: CHEM 1004 Chemistry I and Lab
425010	Earth Science	ACTS courses beginning with GEOL, such as: GEOL 1114 Physical Geology&Lab
422000	Physics	ACTS courses beginning with PHYS, such as: PHYS 2014 Physics I & Lab
430000	Algebra I	ACTS courses beginning with MATH, such as: MATH 1003 College Math
431000	Geometry	ACTS courses beginning with MATH, such as: MATH 1203 Plane Trigonometry
432000	Algebra II	ACTS courses beginning with MATH, such as: MATH 1103 College Algebra
433000	Pre-Cal/Trig	ACTS courses beginning with MATH, such as: MATH 1305 Pre-Calculus
439030	Calculus I plus Calc. II, (1.5 units)	ACTS courses identified as being Calculus and beginning with MATH, such as: MATH 2405 Calculus I (5 hour course)
439050	Transition Math	ACTS courses beginning with MATH or BUS, such as: MATH 2203 Survey of Calculus
439090	Statistics	ACTS Statistics courses beginning with MATH or BUS, such as: MATH2103 or BUS 2103
441000/10	French I or Fren II	ACTS courses beginning with FREN, such as: FREN 1013 French I
440000/20	Spanish I or Spa.II	ACTS courses beginning with SPAN, such as: SPAN 1013 Spanish I
442000/10	German I or Ger. II	ACTS courses beginning with SPAN, such as: GERM 1013 German I
450000-40	Art I or Art II or III	ACTS courses beginning with ARTA, such as: ARTA 20023 Art Survey,
450010	Advanced Art	ACTS courses beginning with ARTA, such as: ARTA 1003 Art Appreciation
452000/40	Vocal Music I or II	ACTS courses beginning with MUSC, such as: MUSC 1003 Music Appreciation
460000	Computer Applic.	ACTS courses beginning with BUS and CPSI, such as: BUS 1103 Keyboarding, CPSI 1003
470000	American History	ACTS courses beginning with HIST, such as: HIST 2113 United States History 1
471000	World History	ACTS courses beginning with HIST, such as: HIST 1113 World Civilizations I
472100	Civics or Government	ACTS courses beginning with PLSC, such as: PLSC 2003 American Nat'l Govern
473000	Arkansas History	ACTS courses beginning with PLSC, such as: PLSC 2103 State & Local Gov.
474300	Economics	ACTS courses beginning with ECON, such as: ECON 2103 Macroeconomics
474400	Psychology	ACTS courses beginning with PSYC, such as: PSYC 1103 General Psychology
474500	Sociology	ACTS courses beginning with SOCI, such as: SOCI 1013 Intro. to Sociology
474600	World Geography	ACTS courses beginning with GEOG, such as: GEOG 2103 World Geography
480000	Health/Safety	ACTS courses beginning with HEAL, such as: HEAL 1003 Personal Health
Career Focus Electives		
<i>On our master schedule, these courses may count toward the required nine units in three areas of career focus.</i>		
College Prep/ Remedial Courses	Examples: Basic Math, College Writing, Basic Reading	If the student earns at least a "C", the three-hour college developmental education course shall satisfy the graduation requirement for a one-half unit of high school math (for a College Prep math class) or English (for a College Prep reading or writing course) or Career Focus.
Technical Classes	Examples: Welding, Medical Professions	Any three hour course that leads to any Technical degree (Associates or Bachelors) or Technical Certification will satisfy a one-half unit of career focus graduation requirements

Attachment 1-2 – Course offering but not required to teach if no student needs the unit or half unit

2012-2013 Diploma School Student Schedule Planner

Dear Students and Parents;

The following courses are offered on the Diploma School master schedule. If there is a course listed that no students sign up to take the course or half of the course will not be taught. These courses are evaluated annually to ensure that they align with state required curriculum frameworks. Please use this information when considering you/your student's schedule for this school term. Please note the graduation requirements listed the Student Handbook (also posted on the school web-site). The Diploma School offers our students, who qualify and complete all requirements and forms, the option of concurrent enrollment college credit.

Language Arts (6 units) <input type="checkbox"/> 9 th Grade English <input type="checkbox"/> 10 th Grade English <input type="checkbox"/> 11 th Grade English <input type="checkbox"/> 12 th Grade English <input type="checkbox"/> Journalism <input type="checkbox"/> Speech/Oral Communications <input type="checkbox"/> Drama (1/2 unit) <input type="checkbox"/> AP 12 th Grade English <input type="checkbox"/> English/Concurrent Credit <input type="checkbox"/> College Prep English <input type="checkbox"/> Speech, ½ unit/Concurrent Credit <input type="checkbox"/> Drama, ½ unit/Concurrent Credit <input type="checkbox"/> Journalism/Concurrent Credit	Science (5 units) <input type="checkbox"/> Biology with Lab <input type="checkbox"/> Chemistry with Lab <input type="checkbox"/> Physics with Lab <input type="checkbox"/> Physical Science with Lab <input type="checkbox"/> Environmental Sc. with Lab <input type="checkbox"/> AP Biology <input type="checkbox"/> Biology/Concurrent Credit <input type="checkbox"/> Chemistry/Concurrent Credit <input type="checkbox"/> Physics/Concurrent Credit <input type="checkbox"/> Geology/Concurrent Credit <input type="checkbox"/> Physical Science/Concurrent Credit	Mathematics (6 units) <input type="checkbox"/> Algebra I* <input type="checkbox"/> Geometry* <input type="checkbox"/> Algebra II* <input type="checkbox"/> Algebra A <input type="checkbox"/> Algebra B <input type="checkbox"/> Algebraic Connections <input type="checkbox"/> Pre-calculus/ Trigonometry* <input type="checkbox"/> Transition To Math <input type="checkbox"/> Statistics <input type="checkbox"/> AP Calculus <input type="checkbox"/> Math/Concurrent Credit <input type="checkbox"/> College Prep math
Foreign Language Arts (2 units of same language) <input type="checkbox"/> French I <input type="checkbox"/> French II <input type="checkbox"/> Spanish I <input type="checkbox"/> Spanish II <input type="checkbox"/> Spanish I/Concurrent Credit <input type="checkbox"/> Spanish II/Concurrent Credit	Fine Arts (3 ½ units) <input type="checkbox"/> Art <input type="checkbox"/> Instrumental Music <input type="checkbox"/> Vocal Music <input type="checkbox"/> 1/2 unit of Advanced Music <input type="checkbox"/> 1/2 unit of Advanced Arts <input type="checkbox"/> 1/2 unit Survey of Fine Arts <input type="checkbox"/> Art/Concurrent Credit <input type="checkbox"/> Advanced Art/Concurrent Credit	Computer Applications (1 unit) <input type="checkbox"/> Computer Application 1 & 2 <input type="checkbox"/> EAST Lab 1& 2 <input type="checkbox"/> Computer App/Concurrent Credit Health & Safety Education Physical Education (1 ½ units) <input type="checkbox"/> Physical Education <input type="checkbox"/> ½ unit health & safety educa <input type="checkbox"/> Physical Education/Concurrent Credit <input type="checkbox"/> Health/Safety concurrent Credit
Social Studies (4 units) <input type="checkbox"/> American History* <input type="checkbox"/> World History* <input type="checkbox"/> Civics/government* <input type="checkbox"/> 1/2 unit of AR History* <input type="checkbox"/> Psychology (1/2 unit) <input type="checkbox"/> Sociology (1/2 unit) <input type="checkbox"/> Economics (1/2 unit) <input type="checkbox"/> AP World History <input type="checkbox"/> American History/Concurrent Credit <input type="checkbox"/> World History/Concurrent Credit <input type="checkbox"/> Government/Concurrent Credit <input type="checkbox"/> Sociology/Concurrent Credit <input type="checkbox"/> Psychology/Concurrent Credit <input type="checkbox"/> Economics/Concurrent Credit	Examples of Career & Tech Education (9 units of sequenced courses in 3 areas) Advanced Manufacturing <input type="checkbox"/> Intro to Advanced Manufacturing <input type="checkbox"/> Manufacturing Production Processes <input type="checkbox"/> Design for Manufacturing <input type="checkbox"/> Manufacturing Power & Equipment Systems Automotive Services Technology <input type="checkbox"/> Suspension & Brakes <input type="checkbox"/> Steering <input type="checkbox"/> Electric Systems Medical Professions <input type="checkbox"/> Anatomy & Physiology I & II <input type="checkbox"/> Intro to Med Procedures <input type="checkbox"/> Medical Procedures <input type="checkbox"/> Medical Terminology <input type="checkbox"/> Abnormal Psychology <input type="checkbox"/> Medical Clinical Internship Welding <input type="checkbox"/> Metal Fabrication <input type="checkbox"/> Gas Metal Arc <input type="checkbox"/> Shielded Metal Arc <input type="checkbox"/> Gas Tungsten Arc Culinary Arts Tourism and Entertainment Community Service and Workforce Readiness <input type="checkbox"/> College Prep Basic Math <input type="checkbox"/> College Prep Beginning Algebra <input type="checkbox"/> College Prep Intermediate Math <input type="checkbox"/> Personal Development with Team Building <input type="checkbox"/> College Prep Reading <input type="checkbox"/> College Prep Adv Read <input type="checkbox"/> College Prep College Writing <input type="checkbox"/> College Prep Intro to Composition	

Thank you for your support of Diploma School.

_____ School Director March 2012

Attachment 1-3: Public Hearing notice (applicant's attachment)

Attachment 1 – West Memphis

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 in which the school will likely be located. The notices ran on August 5th, August 11th and August 19th in the West Memphis area newspaper, The Times

B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper. The notices ran as "display ads" in the community section of the paper.

C. The last publication date of the notice shall be no less than seven days prior to the public meeting. The last notice ran eight days before the August 27th 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 of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

The letters were sent by certified mail within four days of the first publication. The certified mail receipts are provided on these pages. The letters were sent to the West Memphis and Marion districts' superintendents. The letters were also sent to the superintendents of Earle and Hughes districts because these districts are contiguous to the West Memphis district.

TIMES, CRITTENDEN COUNTY ARK., FRIDAY, AUGUST 5, 2011 PAGE 5

Local

Crawfordsville — Harvest Festival Oct. 8 from 9 a.m. to 4 p.m. Arts, crafts, live music, food vendors, car show, children's parade, 5K run/walk bake off and lots of other activities or a fun-filled family day. For information, contact Susan Marotti at 870-823-5822 or Joe Marotti at 870-514-0416.

9 • Marion Chamber of Commerce — Hino stu-

YOU ARE INVITED

to a public meeting to hear about a proposed charter school on

Saturday, August 27, 10:00

West Memphis Civic Center

For more details e-mail:

WWW.DIPLOMASCHOOL.ORG

Attachment 1-4: Public Hearing notice (applicant's attachment)

Attachment 1 – West Memphis

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 in which the school will likely be located. This notices ran on August 11th

TIMES, CRITTENDEN COUNTY ARK. THURSDAY, AUGUST 11, 2011, PAGE 3

Photo by Gary Meece

road, newly paved and raised
ice residents finally enjoyed a

Jan. 5, 1997, it was like a
new day for me. I went to
the altar and rededicated
my life to God."

his right leg. Time will tell
if he gets the use back out
of this leg. It is unpre-

on being hurt up to him. I
Please continue to pray for
our family."

YOU ARE INVITED
to a public meeting to hear about a
proposed charter school on

Saturday August 27 10:00
West Memphis Civic Center

For more details e-mail:
WWW.DIPLOMASCHOOL.ORG

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OFFICIAL USE

Postage	\$0.44	0955
Certified Fee	\$2.85	04
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	08/09/2011
Total Postage & Fees	\$3.29	

Sent To: Earle Schools, Mr. Rickey Nicks
Street, Apt. No., or PO Box No.: P.O. Box 637
City, State, ZIP+4: Earle, AR 72331

PS Form 3800, August 2006 See Reverse for Instructions

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OFFICIAL USE

Postage	\$0.44	0955
Certified Fee	\$2.85	04
Return Receipt Fee (Endorsement Required)	\$0.00	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	08/09/2011
Total Postage & Fees	\$3.29	

Sent To: Hughes Schools, Dr. Ray Nassar
Street, Apt. No., or PO Box No.: P.O. Box 9
City, State, ZIP+4: Hughes, AR 72348

PS Form 3800, August 2006 See Reverse for Instructions

Attachment 1-5: Public Hearing notice (applicant's attachment)

Attachment 1 – West Memphis

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 in which the school will likely be located. This notices ran on August 19th

TIMES, CRITTENDEN COUNTY ARK. FRIDAY, AUGUST 19, 2011 PAGE 3

expected to be completed soon.

"There's some other work, including replacing the ceiling tile in the hallways and some work in the dressing rooms we'd like to get done," he said, "but we'll likely have to wait and see if we can get it into next year's budget."

YOU ARE INVITED
to a public meeting to hear about a proposed charter school on
Saturday August 27 10:00
West Memphis Civic Center
For more details e-mail:
WWW.DIPLOMASCHOOL.ORG

First Baptist & WMQM 1600 present

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WEST MEMPHIS AR 72303

Postage	\$0.44	0770
Certified Fee	\$2.85	02
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	

Total Postage \$3.29 08/04/2011

WEST MEMPHIS SCHOOLS
Sent To: **MR. BILL KESSINGER**
Street, Apt. # or PO Box No: **P.O. BOX 826**
City, State, Zi: **WEST MEMPHIS, AR 72303**

PS Form 3800, August 2008 See Reverse for Instructions

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MARION AR 72364

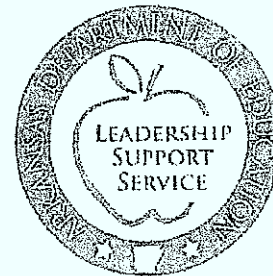
Postage	\$0.44	0770
Certified Fee	\$2.85	02
Return Receipt Fee (Endorsement Required)	\$0.00	
Restricted Delivery Fee (Endorsement Required)	\$0.00	

Total Postage \$3.29 08/04/2011

MARION SCHOOL DISTRICT
Sent To: **MR. DON JOHNSTON**
Street, Apt. # or PO Box No: **200 MANOR STREET**
City, State, Zi: **MARION, AR 72364**

PS Form 3800, August 2008 See Reverse for Instructions

Attachment 1-6: Map showing the district in red with contiguous district(s) (applicant)



ARKANSAS SCHOOL DISTRICTS AND EDUCATION COOPERATIVES EFFECTIVE JULY 1, 2010

Attachment 1-7: Letter of Intent (applicant's attachment)

Subject: LETTER OF INTENT for An Open-enr

Submitted via certified mail to:
Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

June 23, 2011

Dear Dr. Duncan,
Please accept this letter of intent for an open-enrollment
Thank you,

Sally Wilson
Sally Wilson, OCBA, Inc.

1. 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: OCBA, Inc (Osceola, Communication, Business and Arts, Inc.). This 501(c)(3) was incorporated in 2007 and the IRS determination's TIN is 26-1309516.
2. Contact person: Sally Wilson, 851 W. Semmes, Osceola, AR 72370
Daytime telephone number 870-822-0574
FAX number 870-563-5582
e-mail address ocbainc@yahoo.com
3. Give a description of the eligible entity which will be proposing the charter; OCBA, Inc is a non-profit organization dedicated to educating Arkansas residents
4. Give the name of the proposed open-enrollment public charter school; Diploma School of West Memphis
5. Describe the location of the proposed open-enrollment public charter school; In West Memphis in the West Memphis Public School district
6. Identify the grade levels of students to be served by the open-enrollment public charter school; 11 and 12
7. Provide proposed student enrollment cap for the school; 300 students
8. Provide a one-paragraph description of the purpose or special emphasis of the 11th and 12th grade students.

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p>WEST MEMPHIS SCHOOL DIST MR. BILL KESSINGER, SUPERINTENDENT P.O. BOX 826 WEST MEMPHIS, AR 72303</p>		<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>x <i>[Signature]</i></p> <p>B. Received by (Printed Name) <i>Willie Henry</i></p> <p>C. Date of Delivery <i>6-30-11</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below: <i>P.O. Box 826</i></p>	
<p>2. Article Number (Transfer from service label) 7010 1060 0001 5236 7186</p>		<p>3. Service Type</p> <p><input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	

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WEST MEMPHIS AR 72303

Postage	\$	\$0.44
Certified Fee		\$2.85
Return Receipt Fee (Endorsement Required)		\$2.30
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$5.59

06/29/2011

WEST MEMPHIS SCHOOL DI
MR. BILL KESSINGER,
SUPERINTENDENT
P.O. BOX 826
WEST MEMPHIS, AR 72303

OSCEOLA AR 72370

0770 01 Postmark Here

9872 9525 1000 0907 0102

for Instructions

Attachment 2: Sample Calendar (Required)
Sample 40-Week Year-round Calendar for the 2012-13 School Year

Six 6-Week Terms plus a 4-Week Summer Term

August 2012						
S	M	T	W	H	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

October 2012						
S	M	T	W	H	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
S	M	T	W	H	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013						
S	M	T	W	H	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013						
S	M	T	W	H	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
S	M	T	W	H	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
S	M	T	W	H	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
S	M	T	W	H	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013						
S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

1 st Fall Term
2 nd Fall Term
Oct 30 Parent Teacher Confer.
1 st Winter Term
2 nd Winter Term
Feb 19 Parent Teacher Confer.
1 st Spring Term
2 nd Spring Term
Summer Term

Professional Development days are disbursed throughout the year. The Diploma School staff will utilize training away from the campus and through AETN, etc.

Attachment 3-1: Sample Bell Schedule – six week term (required)

Appendix II
Attachment 2 (required)

Diploma School
Sample Bell Schedule for 6-Week Term
(Flexible school day)

Example: Full-time students enroll in all three periods. If a student is 18 years or older, he or she can enroll for less than full time classes. 2/3 FTE students enroll in two periods per week. 1/3 FTE students enroll in one period per week. This schedule allows the students time to work during the day. Some attendance credit is given for on-the-job hours. A 3-hour concurrent credit counts as 9 hours of attendance time or seat time per week.

Diploma School - Sample Daily Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-12:03						2 nd Period (3 hrs)
12:03 – 12:30						Lunch
12:30 – 3:33						3 rd Period (3 hrs)
3:45 – 5:48	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	
5:48 – 6:15	Supper	Supper	Supper	Supper		
6:15 – 8:03	2 nd Period (1 ¾ hour)	2 nd Period (1 ¾ hour)	2 nd Period (1 ¾ hour)	2 nd Period (1 ¾ hour)		
8:15 – 10:03	3 rd Period (1 ¾ hour)	3 rd Period (1 ¾ hour)	3 rd Period (1 ¾ hour)	3 rd Period (1 ¾ hour)		

Students are encouraged to enroll in concurrent credit college classes in the daytime or in other special daytime classes.

Attachment 3-2: Sample Bell Schedule – four week term (required)

Sample Bell Schedule for Summer Term

4-week term in June

(Flexible school day)

Example: Full-time students enroll in both periods. If a student is 18 years or older, he or she can enroll for less than full time classes. 1/2 FTE students enroll in one period per week. This schedule allows the students time to work during the weekday. Some attendance credit is given for on-the-job hours. A 3-hour concurrent credit counts as 9 hours of attendance time or seat time per week.

Diploma School - Sample Daily Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:30-12:03						1 st Period (2 1/2 hrs)
12:03 – 12:30						Lunch
12:30 – 3:33						2 nd Period (3 hrs)
3:45 – 6:20	1 st Period (2 1/2 hrs)	1 st Period (2 1/2 hrs)	1 st Period (2 1/2 hrs)	1 st Period (2 1/2 hrs)	1 st Period (2 1/2 hrs)	
6:20 – 6:45	Supper	Supper	Supper	Supper		
6:45 – 10:03	2 nd Period (3 hours)	2 nd Period (3 hours)	2 nd Period (3 hours)	2 nd Period (3 hours)		

Students are encouraged to enroll in concurrent credit college classes in the daytime or

Attachment 4: Facility use agreement (required)

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

Lessor (Owner):

Meadow Brook South, LLC

Lessee (Tenant):

OCBA, INC

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

Describe the present use
of the facility:

Vacant / Former Furniture Store

Premises:

500 W. Broadway West Memphis, AR
address

8,000 Square Feet
square footage

Terms of Lease:

(\$3,000/month) years 1-3, (\$3,300/month) years 4-5

Rental Amount:

5 year lease

Contingency:

The terms of this agreement are contingent upon

OCBA, Inc ^{Diploma School} (sponsoring entity)
receiving a charter to operate an open-enrollment public
charter school from the State Board of Education
by August of 2012.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

OCBA, INC

By Beau Butters

Date 8/23/11

Lessor:

Meadow Brook South, LLC

By Eric Everett, Member

Date 8/25/11

West Memphis zoning already permits that this facility can be used as a school. The facility is across the street from West Memphis High School and not within 1000 feet of a liquor store.

Attachment 4-1: Facility located across the street from West Memphis High School
500 West Broadway, West Memphis, AR, 72301 - Neighborhood C

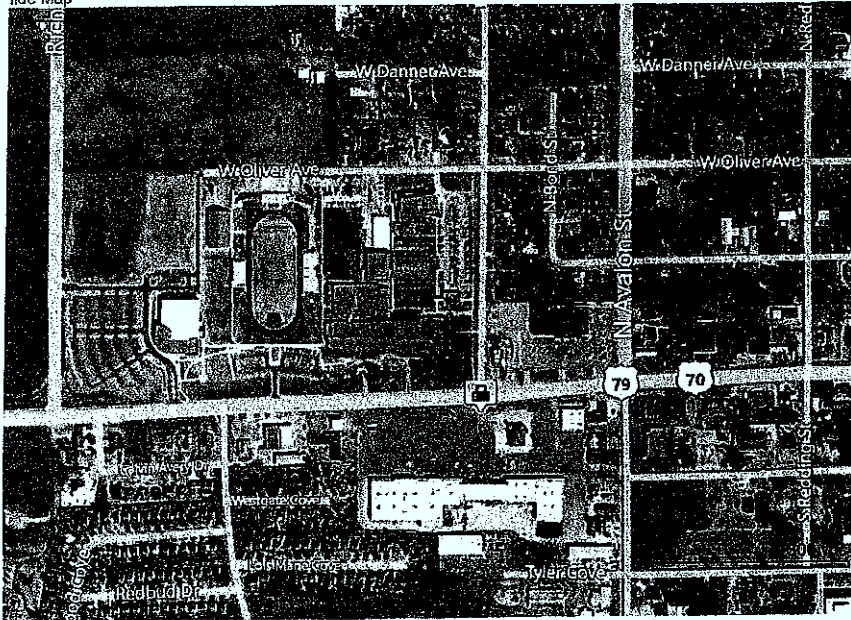
Description

30,000 square foot shopping center. Anchored by Stage, It's Fashion Metro and Hibbett Sports.

located on Broadway, across the street from West Memphis High School.

Map of 500 West Broadway, West Memphis, AR 72301 (Crittenden County)

Aerial Map



Attachment 5 :: First year budget (required)

Public Charter School Application

Estimated Budget Worksheet, Year One (2012-2013)

150 FTE students

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students 150 X \$6,144 State Foundation Funding	\$	921,600
3			
4	No. of Students 150 X \$42.38 Professional Development	\$	6,357
5	No. of Students 150 X \$506 eligible rate* NSLA Funding	\$	75,900
6	Total State Charter School Aid	\$	1,003,857
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts OCBA, Inc		
10	Federal Grants (List the amount) Special Education 150 5% \$ 2,500	\$	18,750
11	Special Grants (List the amount) Donated food valued at	\$	10,000
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues	\$	28,750
15			
16	TOTAL REVENUES		\$ 1,032,607
17	Full time fringe is 30% Part-time fringe is 12%		
18	Expenditures	Amount	Total
19	Administration:		
20	Salaries: (No. of Positions, 1 and 2/3) 1.66 \$48,000	\$	79,680
21	Fringe Benefits 30%	\$	23,904
22	Purchased Services \$ -	\$	-
23	Supplies and Materials \$ 1,000	\$	1,000
24	Equipment \$ 3,000	\$	3,000
25	Other (Describe) travel \$ 5,000	\$	5,000
26		\$	112,584
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions) 13 \$22,400	\$	291,200
29	Fringe Benefits at 12%	\$	34,944
30	Purchased Services \$ 2,000 each	\$	26,000
31	Supplies and Materials \$ 2,000 each	\$	26,000
32	Equipment \$ 2,000 each	\$	26,000
33	Other (Describe) Travel \$ 1,000 each	\$	-
	Total Classroom Instruction	\$	404,144

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

Expenditures	Year One (2012-2013)	Amount	Total
	(Budget Continued)		
34			
35	Special Education:		
36	Salaries: (No. of Positions_1/2_) 50% \$22,400	\$ 11,200	
37	Fringe Benefits 12%	\$ 1,344	
38	Purchased Services Consultant	\$ 8,000	
39	Supplies and Materials \$ 2,000 each	\$ 2,000	
40	Equipment \$ 5,000 each	\$ 5,000	
41	Other (Describe) travel \$ 1,000 each	\$ 1,000	
42	<i>Total Special Education</i>	<u>\$ 28,544</u>	<u>\$ 28,544</u>
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)		
50	<i>Total Gifted and Talented</i>	<u>\$ -</u>	<u>\$ -</u>
51	Alternative Education Program: 200 student ratio		
52	Salaries: (No. of Part-time Positions_ 0.75 at \$22,400	\$ 16,800	
53	Fringe Benefits 12%	\$ 2,016	
54	Purchased Services \$ 2,000 each	\$ 1,500	
55	Supplies and Materials \$ 2,000 each	\$ 1,500	
56	Equipment \$ 2,000 each	\$ 1,500	
57	Other (Describe) travel \$ 1,000 each	\$ 750	
58	<i>Total ALE</i>	<u>\$ 24,066</u>	<u>\$ 24,066</u>
59	Guidance Services: 500 student ratio		
60	Salaries: (No. of Positions1/2_) 0.5 at \$22,400	\$ 11,200	
61	Fringe Benefits 12%	\$ 1,344	
62	Purchased Services \$ 2,000 each	\$ 1,000	
63	Supplies and Materials \$ 2,000 each	\$ 1,000	
64	Equipment \$ 2,000 each	\$ 1,000	
65	Other (Describe) travel \$ 1,000 each	\$ 500	
66	<i>Total Guidance Services</i>	<u>\$ 16,044</u>	<u>\$ 16,044</u>
67	Health Services: 500 student ratio		
68	Salaries: (No. of Positions__1/4_) 0.25 at \$22,400	\$ 5,600	
69	Fringe Benefits 12%	\$ 672	
70	Purchased Services \$ 5,000 each	\$ 1,250	
71	Supplies and Materials \$ 5,000 each	\$ 1,250	
72	Equipment \$ 15,000 each	\$ 3,750	
72	Other (Describe) \$ 1,000 each	\$ 250	
73	<i>Total Health Services</i>	<u>\$ 12,772</u>	<u>\$ 12,772</u>

74	Expenditures	Year One (2012-2013)		Amount	Total
75	Media Services:	500 student ratio			
76	Salaries: (No. of Positions_1/4__)	0.25 at	\$22,400	\$ 5,600	
77	Fringe Benefits	12%		\$ 672	
78	Purchased Services	\$ 2,000 each		\$ 500	
79	Supplies and Materials	\$ 20,000 each		\$ 5,000	
80	Equipment	\$ 5,000 each		\$ 1,250	
81	Other (Describe)	\$ 1,000 each		\$ 250	
82	<i>Total Media Services</i>			<u>\$ 13,272</u>	<u>\$ 13,272</u>
83	Fiscal Services:	500 student ratio			
84	Salaries: (No. of Positions_3/4__)	0.75 at	\$22,400	\$ 16,800	
85	Fringe Benefits	30%		\$ 5,040	
86	Purchased Services	Annual Audit		\$ 10,000	
87	Supplies and Materials	\$ 1,000 each		\$ 1,000	
88	Equipment	\$ 5,000 each		\$ 5,000	
89	Other (Describe) travel	\$ 3,000 each		\$ 3,000	
90	<i>Total Fiscal Services</i>			<u>\$ 40,840</u>	<u>\$ 40,840</u>
91	Maintenance and Operation:	500 student ratio			
92	Salaries: (No. of Positions_3/4__)	0.75 at	\$15,000	\$ 11,250	
93	Fringe Benefits	12% Janitor		\$ 1,350	
94	Purchased Services	\$ 2,000		\$ 2,000	
95	(include utilities)	\$ 48,000		\$ 48,000	
96	Supplies and Materials	\$ 20,000		\$ 20,000	
97	Equipment	\$ 1,000		\$ 1,000	
98	Other (Describe)				
99	<i>Total Maintenance and Operation</i>			<u>\$ 83,600</u>	<u>\$ 83,600</u>
100	Pupil Transportation:				
101	Salaries: (No. of Positions__)	0 at		\$ -	
102	Fringe Benefits	12%		\$ -	
103	Purchased Services	\$ -		\$ -	
104	Supplies and Materials gas	\$ -		\$ -	
106	Equipment 2 buses	\$ -		\$ -	
107	Other (Describe)				
	<i>Total Pupil Transportation</i>			<u>\$ -</u>	<u>\$ -</u>
108	Food Services:				
109	Salaries: (No. of Positions_1/2__)	0.5 at	\$15,000	\$ 7,500	
110	Fringe Benefits	12%		\$ 900	
111	Purchased Services	\$ 4,000		\$ 4,000	
112	Supplies and Materials	\$ 5,000		\$ 5,000	
113	Equipment	\$ 20,000		\$ 20,000	
114	Other (Describe) travel	\$ 2,000		\$ 2,000	
	<i>Total food Services</i>			<u>\$ 39,400</u>	<u>\$ 39,400</u>

<u>Expenditures</u>	Year One (2012-2013) (Budget Continued)	<u>Amount</u>	<u>Total</u>
115			
116 Data Processing:	APSCN & Secretary		
117 Salaries: (No. of Positions_3/4__)	0.75 at \$15,000	\$ 11,250	
118 Fringe Benefits	30%	\$ 3,375	
119 Purchased Services	\$ 2,000 each	\$ 2,000	
120 Supplies and Materials	\$ 2,000 each	\$ 2,000	
121 Equipment	\$ 5,000 each	\$ 5,000	
122 Other (Describe) Travel	\$ 1,000 each	\$ 1,000	
123 <i>Total Data Processing</i>		\$ 24,625	\$ 24,625
124 Substitute Personnel:			
125 Salaries: (No. of Positions__)		\$ 3,000	
126 Fringe Benefits	12%	\$ 360	
127 <i>Total Substitute personnel</i>		\$ 3,360	\$ 3,360
128 Facilities:			
129 Lease/Purchase (contract for one total year including facility upgrades)	\$ 10,000	12 \$ 120,000	
130 Please list upgrades:			
131			
132 Utilities (contract for one total year including facility upgrades)	see line 95	\$ -	
133 Insurance (contract for one total year including facility upgrades):		\$ 4,800	
134 Property Insurance		\$ 6,000	
135 Content Insurance		\$ 6,000	
136 <i>Total facilities</i>		\$ 136,800	\$ 136,800
137 Debt Expenditures:			
138 Other Expenditures:			
(Describe) Advertisement		\$ 3,000	\$ 3,000
(Describe) Concurrent enrollment		\$ 30,000	\$ 30,000
139 (Describe) Furniture		\$ 15,000	\$ 15,000
140			
141 TOTAL EXPENDITURES			

Revenue less expenditures

\$ 44,556

Percent of expenditures to revenue is

96%

Attachment 6- Second year budget (required)

Public Charter School Application

Estimated Budget Worksheet, Year TwoYear One (2012-2013) (2

200 FTE students

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students 200 X \$6,267 State Foundation Funding		\$ 1,253,400
3			
4	No. of Students 200 X \$42.38 Professional Development		\$ 8,476
5	No. of Students 200 X \$506 eligible rate* NSLA Funding		\$ 101,200
6	Total State Charter School Aid		\$ 1,363,076
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts OCBA, Inc		
10	Federal Grants (List the an CSP		
	Special Education 200 5% \$ 2,500	\$ 25,000	
11	Special Grants (List the amount)		
	Donated food valued at	\$ 10,000	
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues	\$ 35,000	\$ 35,000
15			
16	TOTAL REVENUES		\$ 1,398,076
	Full time fringe is 30%		
	Part-time fringe is 12%		
17			
18	Expenditures	Amount	Total
19	Administration:		
20	Salaries: (No. of Positions, 1 and 2/3) 1.66 \$48,000	\$ 79,680	
21	Fringe Benefits 30%	\$ 23,904	
22	Purchased Services \$ -	\$ -	
23	Supplies and Materials \$ 1,000	\$ 1,000	
24	Equipment \$ 3,000	\$ 3,000	
25	Other (Describe) travel \$ 5,000	\$ 5,000	
26		\$ 112,584	\$ 112,584
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions) 20 \$22,400	\$ 448,000	
29	Fringe Benefits at 12%	\$ 53,760	
30	Purchased Services \$ 2,000 each	\$ 40,000	
31	Supplies and Materials \$ 2,000 each	\$ 40,000	
32	Equipment \$ 2,000 each	\$ 40,000	
33	Other (Describe) Travel \$ 1,000 each	\$ -	
	Total Classroom Instruction	\$ 621,760	\$ 621,760

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

<u>Expenditures</u>	Year Two		<u>Amount</u>	<u>Total</u>
34	(Budget Continued)			
35 Special Education:				
36 Salaries: (No. of Positions_3/4__)	75%	\$22,400	\$ 16,800	
37 Fringe Benefits	12%		\$ 2,016	
38 Purchased Services	Consultant		\$ 8,000	
39 Supplies and Materials	\$ 2,000 each		\$ 2,000	
40 Equipment	\$ 5,000 each		\$ 5,000	
41 Other (Describe)	travel \$ 1,000 each		\$ 1,000	
42 Total Special Education			\$ 34,816	\$ 34,816
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)				
50 Total Gifted and Talented			\$ -	\$ -
51 Alternative Education Program:	200 student ratio			
52 Salaries: (No. of Part-time Positions_	0.75 at	\$22,400	\$ 16,800	
53 Fringe Benefits	12%		\$ 2,016	
54 Purchased Services	\$ 2,000 each		\$ 1,500	
55 Supplies and Materials	\$ 2,000 each		\$ 1,500	
56 Equipment	\$ 2,000 each		\$ 1,500	
57 Other (Describe)	travel \$ 1,000 each		\$ 750	
58 Total ALE			\$ 24,066	\$ 24,066
59 Guidance Services:	500 student ratio			
60 Salaries: (No. of Positions_3/4__)	0.75 at	\$22,400	\$ 16,800	
61 Fringe Benefits	12%		\$ 2,016	
62 Purchased Services	\$ 2,000 each		\$ 1,500	
63 Supplies and Materials	\$ 2,000 each		\$ 1,500	
64 Equipment	\$ 2,000 each		\$ 1,500	
65 Other (Describe)	travel \$ 1,000 each		\$ 750	
66 Total Guidance Services			\$ 24,066	\$ 24,066
67 Health Services:	500 student ratio			
68 Salaries: (No. of Positions__1/4_)	0.25 at	\$22,400	\$ 5,600	
69 Fringe Benefits	12%		\$ 672	
70 Purchased Services	\$ 5,000 each		\$ 1,250	
71 Supplies and Materials	\$ 5,000 each		\$ 1,250	
72 Equipment	\$ 15,000 each		\$ 3,750	
72 Other (Describe)	\$ 1,000 each		\$ 250	
73 Total Health Services			\$ 12,772	\$ 12,772

74	Expenditures	Year Two		Amount	Total
75	Media Services:	500 student ratio			
76	Salaries: (No. of Positions_1/2__)	0.5 at	\$22,400	\$ 11,200	
77	Fringe Benefits	12%		\$ 1,344	
78	Purchased Services	\$ 2,000 each		\$ 1,000	
79	Supplies and Materials	\$ 20,000 each		\$ 10,000	
80	Equipment	\$ 5,000 each		\$ 2,500	
81	Other (Describe)	\$ 1,000 each		\$ 500	
82	<i>Total Media Services</i>			<u>\$ 26,544</u>	<u>\$ 26,544</u>
83	Fiscal Services:	500 student ratio			
84	Salaries: (No. of Positions_3/4__)	0.75 at	\$22,400	\$ 16,800	
85	Fringe Benefits	30%		\$ 5,040	
86	Purchased Services	Annual Audit		\$ 10,000	
87	Supplies and Materials	\$ 1,000 each		\$ 1,000	
88	Equipment	\$ 5,000 each		\$ 5,000	
89	Other (Describe) travel	\$ 3,000 each		\$ 3,000	
90	<i>Total Fiscal Services</i>			<u>\$ 40,840</u>	<u>\$ 40,840</u>
91	Maintenance and Operation:	500 student ratio			
92	Salaries: (No. of Positions_3/4__)	0.75 at	\$15,000	\$ 11,250	
93	Fringe Benefits	12% Janitor		\$ 1,350	
94	Purchased Services	\$ 2,000		\$ 2,000	
95	(include utilities)	\$ 48,000		\$ 48,000	
96	Supplies and Materials	\$ 20,000		\$ 20,000	
97	Equipment	\$ 1,000		\$ 1,000	
98	Other (Describe)				
99	<i>Total Maintenance and Operation</i>			<u>\$ 83,600</u>	<u>\$ 83,600</u>
100	Pupil Transportation:				
101	Salaries: (No. of Positions__)	0 at		\$ -	
102	Fringe Benefits	12%		\$ -	
103	Purchased Services	\$ -		\$ -	
104	Supplies and Materials	gas \$ -		\$ -	
106	Equipment	2 buses \$ -		\$ -	
107	Other (Describe)				
	<i>Total Pupil Transportation</i>			<u>\$ -</u>	<u>\$ -</u>
108	Food Services:				
109	Salaries: (No. of Positions_3/4__)	0.75 at	\$15,000	\$ 11,250	
110	Fringe Benefits	12%		\$ 1,350	
111	Purchased Services	\$ 4,000		\$ 4,000	
112	Supplies and Materials	\$ 5,000		\$ 5,000	
113	Equipment	\$ 20,000		\$ 20,000	
114	Other (Describe) travel	\$ 2,000		\$ 2,000	
	<i>Total food Services</i>			<u>\$ 43,600</u>	<u>\$ 43,600</u>

<u>Expenditures</u>	Year Two (Budget Continued)	<u>Amount</u>	<u>Total</u>
115			
116 Data Processing:	APSCN & Secretary		
117 Salaries: (No. of Positions_3/4__)	0.75 at \$15,000	\$ 11,250	
118 Fringe Benefits	30%	\$ 3,375	
119 Purchased Services	\$ 2,000 each	\$ 2,000	
120 Supplies and Materials	\$ 2,000 each	\$ 2,000	
121 Equipment	\$ 5,000 each	\$ 5,000	
122 Other (Describe) Travel	\$ 1,000 each	\$ 1,000	
123 <i>Total Data Processing</i>		\$ 24,625	\$ 24,625
124 Substitute Personnel:			
125 Salaries: (No. of Positions__)		\$ 4,000	
126 Fringe Benefits	12%	\$ 480	
127 <i>Total Substitute personnel</i>		\$ 4,480	\$ 4,480
128 Facilities:			
Lease/Purchase (contract for one total			
129 year including facility upgrades)	\$ 10,000	12 \$ 120,000	
130 Please list upgrades:			
131			
Utilities (contract for one total year	see line 95	\$ -	
132 including facility upgrades)			
Insurance (contract for one total year		\$ 4,800	
133 including facility upgrades):			
134 Property Insurance		\$ 6,000	
135 Content Insurance		\$ 6,000	
136 <i>Total facilities</i>		\$ 136,800	\$ 136,800
137 Debt Expenditures:			
138 Other Expenditures:			
(Describe) Advertisement		\$ 6,000	\$ 6,000
(Describe) Concurrent enrollment		\$ 40,000	\$ 40,000
139 (Describe) Furniture		\$ 10,000	\$ 10,000
140			
141 TOTAL EXPENDITURES			
Revenue less expenditures			\$ 151,523
Percent of expenditures to revenue is			89%

Attachment 7:

Proposed salary schedule for both administration and teaching positions (required)

Proposed Diploma School Sample Teaching Position Salary Schedule Full time equivalency for seven classes per semester for two semesters					
Step (years of experience)	BS	BS + 15	BS + 30	Masters	MS + 15
1	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800
2	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800
3	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800
4	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800
5	\$22,000	\$22,200	\$22,400	\$22,600	\$22,800

Proposed Administrator Sample Salary Schedule					
1-3	\$40,000	\$41,000	\$42,000	\$48,000	\$50,000

Attachment 8: OCBA, Inc.'s Determination Letter (required)

Attachment 8

OCBA, Inc.'s Determination Letter

The "eligible entity" is an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). A copy of the entity's letter from the IRS reflecting tax exempt status.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 23 2008

OSCEOLA COMMUNICATION BUSINESS AND
ARTS INC
C/O SALLY L. WILSON
PO BOX 94
OSCEOLA, AR 72370

Employer Identification Number:
26-1309516

DIN:

17053008315008

Contact Person:

JOYCE DABBY

ID# 95011

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:

June 28, 2007

Contribution Deductibility:

Yes

Addendum Applies:

Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.


Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

-2-

OSCEOLA COMMUNICATION BUSINESS AND

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

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

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

2. The 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 gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.

3. 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.

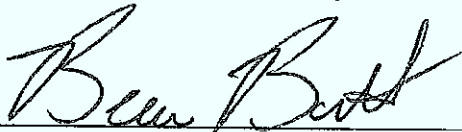
However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter 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 a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
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 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. 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.

14. 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. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state or federal funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of

President of the Sponsoring Entity Board of Directors

Date:

8/23/11



Print or type name

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 Jonesboro Schools - Dr. Kim Wilbanks
 Street, Apt. No.,
 or PO Box No. 2506 Southwest Square
 City, State, Zip+4
 Jonesboro, AR 72401

PS Form 3800, August 2006 See Reverse for Instructions

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Total Postage & Fees	\$ 7.80	08/31/2011

Sent To
 Osceola Schools - Mr. Mike Cox
 Street, Apt. No.,
 or PO Box No. 2750 W. Sammes
 City, State, Zip+4
 Osceola, AR 72370

PS Form 3800, August 2006 See Reverse for Instructions

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 7.80	08/31/2011

Sent To
 West Memphis Schools - Mr. Kessinger
 Street, Apt. No.,
 or PO Box No. P. O. Box 826
 City, State, Zip+4
 West Memphis, AR 72303

PS Form 3800, August 2006 See Reverse for Instructions

Application Cycle 2011

ADE Evaluation

Diploma School of West Memphis



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

September 15, 2011

State Board
Of Education

Sally Wilson
815 W. Semmes
Osceola, AR 72370

Dr. Naccaman Williams
Springdale
Chair

Dear Applicant:

Dr. Ben Mays
Clinton
Vice Chair

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

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., Thursday September 29, 2011.**

Responses should be sent to the following address:

Dr. Mary Ann Duncan
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

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

Thank you,

A handwritten signature in cursive script that reads "Mary Ann Duncan, Ed.D.".

Mary Ann Duncan, Ed.D.
Charter Schools, Program Director

MAD/jf

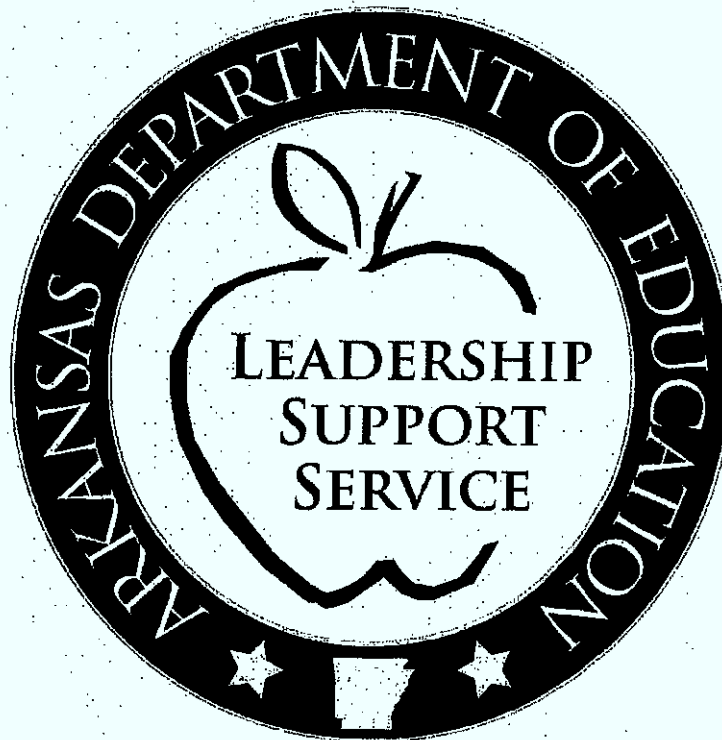
Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org

An Equal Opportunity
Employer

2011-2012
Public Charter School
Application Evaluation Report

Diploma School of West Memphis



Provided by:
Arkansas Department of Education
Charter School Office



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: Diploma School of West Memphis

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 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 checked="" type="checkbox"/>

Strengths	Reference
The Applicant filed a letter of intent with the ADE on time and included all necessary information.	
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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The link listed in the application of the PowerPoint presentation was not a properly working hyperlink.	Pg. 4
Please provide a copy of the notice that was sent to superintendents regarding the public hearing.	Pg. 4-6, Attachments
Please provide copies of the sign-in sheets used at the public hearing, as evidence of public support.	Pg. 4-6, Attachments

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

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

Strengths	Reference
Concerns and Additional Questions	Reference
The board composition as listed in the application only sites four positions, which does not lend itself to odd number of individuals for stalemate votes.	Pg. 6-10
The COO Position listed on the organization chart in Standard 3, is identified as the same person/position listed on page 2 who is also listed as the entity board Vice President. This type of structure is not covered under the waiver site for ethics Ark. Code 6-24-101 et seq.	Pg. 8
Though the standard references a draft parental involvement plan, this plan is not included in the application.	Pg. 6-10
It should be noted that as Business Manager (p. 8), the Chief Financial Officer (CFO) must meet the qualifications set forth in ADE Rules Governing Minimum Qualifications for General Business Managers.	Pg. 8

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement 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 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
Concerns and Additional Questions	Reference
The mission statement given is measurable however; additional information is needed in order to justify the manageability of graduating 100% of the students utilizing the USDOE adjusted cohort formula with a two grade configuration and with the program/schedule listed.	Pg. 10-11
Please clarify students taking classes and being employed as there are no waiver requests of §6-18-211 or rules governing mandatory attendance for grades 9-12.	Pg. 10, Bullet 5 on list

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.

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

Strengths	Reference
Concerns and Additional Questions	Reference
Though much of the data listed in the Education Need section articulates a loss of student enrollment the drop-out rate highlighted as the need for the program is not addressed.	Pg. 11-24

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The Branch Classrooms and tutoring facilities as listed in Standard 6 are not inclusive of the facilities listed for the school. No guarantee is given regarding the availability of such facilities.	Pg. 25
Please clarify the credit and "grade forgiveness".	Pg. 25
Pg 26 of the application, in Standard 6, the Applicant refers to the school as OCABS, not Diploma School of West Memphis.	Pg. 26
Please clarify as to how the "vodcasts" will be available to ALL students, if a separate tutoring location is not offered.	Pg. 28
In Standard 6, though the application highlights a variety of programs that will be made available to students it is unclear as to if there are any requirements for proof of completion of the 10 th grade prior to entry to this 11 th and 12 th grade charter school.	Pg. 24-31
The Applicant proposes that the ADE Charter School Office be authorized by the State Board to approve new locations for the school. However, state law is clear that any modification to a charter – including a change of location – must be approved by the State Board.	Pg. 24-31

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
 - Mathematic Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

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

Strengths	Reference
Concerns and Additional Questions	Reference
Please clarify which classes that students can substitute for graduation credit per the Concurrent Credit Matrix.	Pg. 31-33
Please clarify the relationship between The Arkansas Early Collegiate High School, is this the same Distance Learning Program from the Southeast Co-op.	Pg. 31-33
Please clarify course code transfers credits, application states that that the courses will satisfy one credit, normally these courses satisfy ½ credit.	Pg. 31-33
On a college level should a student not score a 19 in the reading, math and English on the ACT, compass and asset, how will the remediation courses offered at the Diploma School affect remediation at the college level?	Pg. 31-33

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 and Common Core Standards.

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.
- Evidence that the Applicant is prepared to transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.

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

Strengths	Reference
Application meets evaluation criteria.	Pg. 33-34
Concerns and Additional Questions	Reference

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

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

Strengths	Reference
Concerns and Additional Questions	Reference
Application did not list all of the affected districts in the area.	Pg. 34
Standard 9 is not inclusive of the expected number of students expected to transfer to the charter school.	Pg. 34
The target youth to be multiplied by 4 is based on ages 18-21 in Standard 9, the application is not age specific. The application states that it will service students in grades 11 and 12.	Pg. 34

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 evaluation criteria.	Pg. 34-35
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 evaluation criteria.	Pg. 35-36
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

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

Strengths	Reference
Concerns and Additional Questions	Reference
There are no job descriptions listed for teachers, nor a list of types and numbers positions for the school.	Pg. 36-38, Attachments
No job descriptions listed for Board Members.	Pg. 36-38, Attachments
In reference to the COO serving part time as the superintendent: the COO is identified as the same person/position listed on page 2 who is also listed as the Entity Board Vice President. This type of structure is not covered under the waiver site for ethics Ark. Code 6-24-101 et seq.	Pg. 36-38
The job description for the CFO position states that CFO is a part time Business Manager; it then states that the CFO oversees the Business manager. Please clarify the check and balance system that will be in place regarding this structure	Pg. 36-38

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 two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation, and does not rely on one-time grants or other funds that are not presently guaranteed.

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

Strengths	Reference
The budget will be developed and approved by the Board prior to September 30.	Pg. 38
Concerns and Additional Questions	Reference
The Applicant states that the school has a draft of the Purchasing and Procurement Policy that is available upon request. Applicant should provide policy.	Pg. 38
The Applicant has included revenue in the budget that is not monies, but a value for donated food. For clarification please provide information for this calculation.	Line 11 of budget, Appendix
Applicant budgets for an ALE teaching position and does not budget ALE revenue.	Appendix
Applicant references rate paid per half unit course of \$1,600. The total salary calculated per teacher is \$22,400. All teachers are budgeted at the FTE equivalent of \$22,400. The salary schedule submitted in the appendix calculated this amount at BS +30. Please clarify.	Pg. 61
The COO is listed on three different Charter School applications. Will this individual receive three salaries?	
The Administrative salaries are all budgeted the same.	

Administrative Salaries budgeted shows 1.66 FTE yet fringe benefits budgeted at full time of 30%.	Appendix
Applicant does not present complete description for all personnel required. Budget presents various positions in all areas, but application does not list staffing requirements.	Appendix
Applicant does not present salary schedule for classified personnel therefore budgeted amounts cannot be verified or tied back to any schedule.	Pg. 39
Amount budgeted for lease does not match lease agreement. Lease shows \$3,000 per month for a total per year of \$36,000. Applicant submitted \$120,000. Please clarify.	Appendix
The Business Manager must meet the qualifications set forth in the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts, unless those Rules and Ark. Code Ann. 6-15-2302 are waived by the State Board.	
Applicant should provide information for amount budgeted as Purchased Services in multiple areas.	Appendix
Applicant should clarify calculation for Special Ed revenue amount budgeted.	Appendix
Applicant budgets revenue for NSLA yet unless waiver approved Applicant is not eligible for ADE's Child Nutrition.	Pg. 46
Applicant adds 7 new teachers for 50 additional projected students for year two.	Appendix
The Applicant has budgeted same amounts for insurance on all three charter applications. The buildings all have different square footage. Applicant should clarify why amounts are the same.	

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. If the Application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit

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 Hudson Cisne & Co. LLP	Pg. 40
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 participate in APSCN and 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
Applicant states that the charter school will participate in APSCN.	
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

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

Strengths	Reference
Concerns and Additional Questions	Reference
The lease agreement states there is 8,000 square feet available and the application mentions that 12,000 available square feet. Please identify that Meadowbrook South, LLC is the represented as the person on the facilities utilization agreement and the relationship to the lessor.	

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.

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. Any modifications to the Lease Agreement submitted with the application must be submitted to ADE for prior approval, pursuant to Ark. Code Ann. § 6-23-401(a)(5).

Facilities Review Report

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and detail how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and detail how conflicts will be addressed.

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
The Applicant is asking for a waiver from 6-24-106 but saying they have "no conflict of interest". Please clarify why the Applicant is seeking this particular waiver.	Pg. 43-44
Please clarify that there is relation between members of the Board.	Pg. 43-44

STANDARD 18 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, unless a waiver is being sought:

- 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Guidance Program: Please clarify the job description and salary schedule for the position of Advisor.	Pg. 44
Please provide letters of support documenting use of the TRIO program.	Pg. 44
Health Services: Please provide letters of support or other documentation from Mid-South Health.	Pg. 45
Media Services: Please provide letter of support from the Public Library.	Pg. 45
Special Education: Application lacks a sound plan that reflects the full range of programs and services required to provide a high quality education for ALL students.	Pg. 45-46
Alternative Education: Clarification is needed regarding the characteristics of the ALE	Pg. 46

program the Applicant seeks to offer.	
<p>Gifted and Talented:</p> <p>"OCABS will seek waiver..."</p>	Pg. 46
The application makes no mention of ELL students.	Pg. 46

STANDARD 19 OF APPLICATION: FOOD 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.
- A management plan that reflects a clear understanding of federal law and requirements if the proposed charter school intends to participate in the National School Lunch program.

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
There will be no separate entity Child Nutrition funding for each Diploma School unless a separate 501(c)(3) for each school has been applied for or received. If the Diploma School(s) use the 2008 OCBA's 501(c)(3), Child Nutrition will consider all Diploma Schools as one entity. All data will be aggregate.	Pg. 46-47
Request in writing to Wanda Shockey to provide a non-traditional meal service and include food service plan that addresses compliance with USDA federal and Arkansas state regulations. Please provide additional detail on the food services plan ensuring that all Federal and State guidelines will be followed.	Pg. 46-47 Pg. 46-47
Facilities do not indicate space to prepare or serve meals to students. Food service plan must include description of areas used for cooking, serving and consumption of student meals.	

STANDARD 20 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
There is no specific plan for involving parents and guardians in the school's education program.	Pg. 47

STANDARD 21 OF APPLICATION: WAIVERS

The Waivers section should describe any waiver from local or state law which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A justification of each and every waiver request; and
- A justification of how the waiver requests relate to the school's educational program.

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

Legal Comments	Reference
<p>1. Requested waivers:</p> <p>a. Ark. Code Ann. §§ 6-15-1004 ("Qualified teachers in every public school classroom"), 6-17-309 ("Certification to teach grade or subject matter - Exceptions - Waiver"), 6-17-401 ("Teacher license requirement") & 6-17-901 through 922 ("Arkansas Teachers' Salary Law"); and Standard X (Section 15.0) of the Standards for Accreditation:</p> <ul style="list-style-type: none">• Though the Applicant stated an intent to waive licensure rules, the Applicant failed to request waiver of ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher and ADE Rules Governing Waivers for Substitute Teachers. If no waiver is sought of these rules, the Applicant's teachers may be required to be licensed.• All teachers and school personnel must submit to the criminal background and central registry checks. <p>b. Ark. Code Ann. § 6-15-1005 ("Safe, equitable, and accountable public schools"). This statute will not be waived because many of its provisions are accountability requirements which may not be waived. See Ark. Code Ann. § 6-23-401(b)(2).</p> <p>c. Ark. Code Ann. § 6-16-102 ("School day").</p>	

Waiver of this statute will be granted only to the extent to allow the school to spread the required thirty hours of instruction over six days instead of five. No waiver is necessary to offer an extended school day. In addition, to spread the required time over six days the Applicant must also request waiver of Standard 14.03 of the Standards for Accreditation insofar as it requires a minimum average six-hour day.

- d. Ark. Code Ann. § 6-16-124 ("Arkansas history -- required social studies course"). This statute will not be waived because it is a graduation requirement. See Ark. Code Ann. § 6-23-401(b)(3).
- e. Ark. Code Ann. § 6-18-223 ("Credit for college courses"). The Applicant should explain why this waiver is necessary. Any credit given for a college course will not count as credit towards graduation, except as allowed by law and rule. Graduation requirements may not be waived. See Ark. Code Ann. § 6-23-401(b)(3).
- f. Ark. Code Ann. §§ 6-20-1402 through 1407 ("State Aid for Construction"). With one exception, all of these statutes have been repealed. The only statute which is still in effect and may be waived is 6-20-1407, which requires state review of building plans.
- g. Ark. Code Ann. § 6-24-106 ("Ethical Guidelines and Prohibitions -- administrators"). This statute will not be waived because ethics rules may not be waived. See Ark. Code Ann. § 6-23-401(b)(2).
- h. ADE has no rules entitled "Licensed Guidance counselors", "Licensed Library Media Specialist", or "Minimum Schoolhouse Construction". ADE Rules Governing Waivers of Minimum Salaries for Certified Personnel are in the process of being repealed.
- i. Standard for Accreditation 10.02.5 (regarding class size and teaching load). The Applicant failed to articulate an alternative maximum class

size or teaching load, meaning the school would have no limits should a waiver be granted. The Applicant should identify an alternative maximum class size and teaching load, or otherwise explain why none should be set.

3. Waivers not requested:

- a. Though the Applicant requested waiver of Standard 16.01.3 of the Standards for Accreditation regarding guidance counseling services, the Applicant did not request waiver of Ark. Code Ann. § 6-18-1001 *et seq.* ("Public School Student Services Act"), or ADE Rules Governing Public School Student Services. Without these waivers, the school will be required to hire a licensed counselor.
- b. Though the Applicant requested waiver of Standard 15.01 of the Standards for Accreditation regarding superintendent licensure, the Applicant did not request waiver of Ark. Code Ann. §§ 6-13-109 ("School superintendent"). Without this waiver, the superintendent will be required to be licensed.
- c. Though the Applicant requested waiver of ADE Rules Governing Gifted and Talented Program Approval Standards and Standard XIII (18.0) of the Standards for Accreditation regarding Gifted & Talented Education, the Applicant did not request waiver of Ark. Code Ann. §§ 6-42-101 *et seq.* ("Gifted and Talented Children – General Provisions") or 6-20-2208(c)(6) ("Monitoring of expenditures"). Without these waivers, the school will be required to meet expenditure requirements for gifted and talented programs, and will be required to operate a gifted and talented program in compliance with law.
- d. The Applicant indicated an intent to offer less than the required 38 units, but the Applicant has not requested waivers of the corresponding requirements of the Standards for Accreditation. In addition, Curriculum waivers should be reviewed by the Department's Curriculum and Assessment Unit and Standards Assurance Unit

so that the State Board may be apprised of any Departmental issues or concerns. Curriculum required by accreditation standards will generally not be waived.	
Concerns and Additional Questions	Reference
The Applicant failed to provide justifications for all waiver requests.	

STANDARD 22 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.

Legal Comments	Reference
Applicant responded within the context of this standard. A complete desegregation analysis will be presented to the State Board of Education.	
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:

Application Cycle 2011

Response to Evaluation

Diploma School of West Memphis

CHARTER SCHOOL OFFICE

Diploma School of West Memphis
Response to ADE Evaluation: revised Sept. 30, 2011
Prepared by: Sally Wilson

1. Public hearing
 - a. The school will serve grades 11 and 12.
 - b. A copy of the public meeting notice sent to the superintendents is attached.
2. Public Hearing PowerPoint
 - a. The PowerPoint presentation used at the Public meeting is attached.
3. Governing structure
 - a. The draft of the Parent Involvement Plan is attached
 - b. Pursuant to the OCBA, Inc. by-laws, there is no limit to the number of two-year terms that a board member can serve, but a board member cannot serve more than two terms in the same office.
 - c. Currently there are four officers making up the OCBA non-profit board. If the school is approved one additional board member will be elected to the Board which will raise and hold the board membership at five for as long as the Board governs a public charter school.
 - d. The organizational chart shown in Standard 3 is designed for the proposed school and will not be implemented unless and until the school is approved. No one has been hired or promised a job to work for the Diploma School. Whereas, the entity board, the OCBA, Inc. Board is an active body governed by its by-laws and elected by its corporation members. All of the board members and corporation members not only volunteer their services but have donated money to pay the Diploma School's application costs, such as copying, postage, public notice advertisement, public meeting building rental, etc. On page 2 of the Application, in the space for Chief Operating Officer of the school, the space probably should have been left blank to save the confusion. The nonprofit corporation has been in existence since 2007 and it exists whether or not it is operating a school.
 - e. The grade levels to be served are not mention on the pages, but the grade levels for the proposed Diploma School of West Memphis are 11th and 12th.
 - f. Should the application be approved, the Chief Financial Officer/Business Manager will meet qualifications set forth in ADE rules Governing Minimum Qualifications for General Business Manager. One of the volunteer OCBA members had been qualified as General Business Manager and therefore understood the importance of the ADE financial training.
4. Mission Statement
 - a. The adjusted cohort rate will be used depending upon the grade levels in that school year and the cohort group for the year's graduating class. For instance, in year one, when the only grade level at the Diploma School is 12th grade, the adjusted 12th grade cohort graduation formula will be used. The rate will be calculated using the number of graduates in the numerator and the number of classmates enrolled in the denominator. The denominator will be adjusted by subtracting any student who started out in the class but either died, transferred to another Arkansas high school, or emigrated (with supporting documentation). In the second year, when the Diploma School has 11th and 12th grades, the 12th

grade adjusted rate will be used again. In the third year, the 11th grade adjusted cohort rate will be used. More details about the adjusted cohort rates are posted on our website, www.diplomaschool.org/educational-need.html. The Diploma School has a goal of graduating 100% of its students, per the adjusted formula. We believe this goal is attainable because of our innovative bell schedule, year-round calendar with condensed terms, blended digital learning, our focus on the disconnected students, and our research collected for best methods to help the students overcome the obstacles they faced trying to attend traditional 8:00 to 3:00, eighteen-week semester schools.

- b. In the 5th bullet on page 10, please ignore, "While taking classes". The intent of that paragraph was to explain that the Diploma Schools will encourage students to work or obtain skills before they graduate from the Diploma School. This experience can be obtained through ADE training and job skills programs such as JAG, Youth Apprenticeships, ACE or other work-based learning.
5. The educational need for the school.
 - a. The data on these pages shows that about ¼ of Arkansas students have not and are not graduating from Arkansas high schools. Even with the spike in population for 18 to 23 year old Arkansans, the percent of graduates remains dismal; see the census posted on the Diploma School website, <http://www.diplomaschool.org/educational-need.html>. Since Arkansas school districts have failed at reducing the unacceptably low graduation rate, Arkansas should tryout models like our Diploma School. Our research shows that the causes of the dismal graduation rate are more often found outside the 8-3 classroom. For that reason, OCBA developed its Diploma School model, using the best practices from OCABS, as a school that maneuvers around the obstacles that deter disconnected students. Four years ago, OCBA and OCABS got in front of the problem of miserable graduation rates. Being in forefront and in the trenches, OCABS ran into a lot of bumps but the growing pains produced valuable research and data for the Diploma School model. The Diploma School's bell schedule with evening classes, year-round calendar with shortened, condensed terms and blended digital learning will make high school accessible again to disconnected youth. The Diploma School model can be an effective approach for up to one-half of Arkansas' disconnected youth. Traditional Arkansas high schools can benefit from the Diploma School in a couple of ways. First, the traditional schools can use the data and research that the Diploma Schools has gathered to enhance their own schools. Plus, when one of their disconnected students enrolls in the Diploma Schools, they can remove that student from the denominator of their adjusted graduation formula. Doing so will help improve their school's graduation rate. OCBA may be the only organization in the state that is truly focused on and dedicated to substantially increasing the graduation rates. Our model is one solution toward improving the quality of life for the 8,000 or so disconnected young people who leave school every year without obtaining the basic education that comes with a high school diploma.
6. The educational program to be offered by the school.
 - a. We understand that the branch classrooms are not guaranteed.

- b. The Diploma School will offer basic credit recovery to its students. The Diploma School will offer grade forgiveness, similar to colleges' grade forgiveness. It was discovered at OCABS that several disconnected students had been given passing grades for courses at their previous high school but did not master the course content. In such situations, especially in literacy and math courses, in order to encourage students to retake the course(s), we wish for Diploma School students to be able to repeat that same course to master its content and to improve his/her overall grade point average (GPA). Once the course is retaken only the second grade earned, whether higher or lower than the original grade, will be calculated in the GPA.
 - c. Actually, the tally sheets shown are from former OCABS students and potential OCABS students.
 - d. If branch locations are not allowed, the students will report to the main building's computer lab and tutoring sessions.
 - e. We will classify incoming students per their completed credits towards graduation. It would be detrimental to accept students who have not completed enough credits to graduate with their cohort group.
 - f. This request is not of major importance to the Diploma School. This request, if allowed would be helpful to the students. Branch locations, such as mobile computer labs would increase accessible by bringing the education closer to the students' homes, while still monitoring student attendance time and offering assistance and tutoring by a branch campus teacher/facilitator.
7. Academic Achievement goals
- a. When working with OCABS, an incentive that attracted disconnected youth to our high school was the idea of earning concurrent credit classes. If the Diploma School could emphasize the option plus award one unit of high school credit for a semester of college work, the incentive to return to high school could be increased. Substitute classes that the Diploma School want for its students is identified in the Concurrent Credit Matrix. The matrix in the charter school application and is re-attached to this document in Attachment 7.
 - b. Yes, the Arkansas Early College High School is the same as the distance learning program from the Southeast Arkansas Co-op,
<http://se.sesc.k12.ar.us/ECHS/index.htm> .
 - c. Please refer to the attached matrix for the specific classes that the Diploma School requests to satisfy one credit instead of one-half credit.
 - d. If the Diploma School student earns a grade of "C" or higher, the class should satisfy the remediation requirements for the college. First, let us clarify that the remediation will not be required in order to graduate from the Diploma School, but the remediation will be offered and encouraged. These remediation courses would be taught through the college, so the course would meet the college's remediation requirements. If the Diploma School graduate continues on with college classes, he/she will not need remediation. This could help improve the improve statistics of college level freshman needing remediation.
8. Aligning the curriculum with the frameworks meets the Standard.

9. Geographical area

- a. The specific geographic area for the Diploma School of West Memphis include; West Memphis and Marion
- b. A substantial number of currently enrolled traditional students are not expected to transfer to the Diploma School. If history repeats, the school counselors and staff at the traditional high schools may refer some of their students to the Diploma School the same way that the counselors and staff from Osceola high School and Rivercrest High School referred some of their own students to OCABS. As discussed at the public meeting, it would benefit both the Diploma School and the traditional high schools if their staff will locate and direct 150 of their former students to the Diploma School for next first year. This action would help the traditional high schools improve their adjusted cohort graduation rate because these students once enrolled at the Diploma School are removed from the denominator in their graduation rate formula.
- c. This number relates to the pool of potential students in the area based upon the number of students who have dropped out of the traditional schools. The graph indicates that about **200** students per graduation class drop out of **West Memphis** area schools. That implies that there are **200** twenty-one year olds in the area who have not graduated from high school, **200** twenty year olds in the area who have not completed high school, **200** nineteen year olds and **200** eighteen year olds in the area who have not completed high school. The four numbers add up to about **800** out of school or disconnected youth in the area. This number is the size of the pool of potential students that could benefit from enrolling in the Diploma School. And enrolling in the Diploma School will not negatively affect the traditional high school's finances because these former students have already left the traditional schools.

10. The annual report meets the Standard.

11. The enrollment criteria and student admission meets the Standard.

12. Staffing Plan

- a. The reference for a COO in this standard is designed for the proposed school and will not be implemented unless and until the school is approved. No one has been hired or promised a job to work for the Diploma School. Whereas, the entity board, the OCBA, Inc Board is an active body governed by its by-laws and elected by its corporation members. All of the board members and corporation members not only volunteer their services but have donated money to pay the Diploma School's application costs, such as copying, postage, public notice advertisement, public meeting building rental, etc. On page 2 of the Application, in the space for Chief Operating Officer of the school, the space probably should have been left blank. The nonprofit corporation has been in existence since 2007 and it exists whether or not it has a school attached to it.
- a. The word "duties" should have been inserted after "Business manager" in the CFO list of responsibilities, to show that the CFO will oversee responsibilities such as business manger duties.

b. Job descriptions for teachers.

Classroom teachers Support special education students' needs such as modifications and/or accommodations listed in special education students' IEPs or 504s, maintain the educational focus, assist with student evaluations, assist with developing policies including the discipline policy and parent/family involvement, one teacher will serve as literacy coach, help organize special events, serve as facilitators for the vodcast labs and sessions, help ensure that curriculum aligns with Arkansas frameworks

Special Education teacher Ensure participation in the Special Ed Programs, maintain the educational focus, ensure all students have access to the Diploma School special education services, assist with student evaluations, in a timely manner set testing through mental health partners or another source, ensure the staff has signed off on student IEP special education or 504 forms, help survey students' needs and qualifications for Special Ed inclusion, ensure all accommodations including testing accommodations are met, assist with developing policies including the discipline policy, ensure reports are accurately reported for the Office of Special Education Program, assist the expert consultant and/or help as an LEA Supervisor, ensure alternate portfolios are maintained, contribute Cycle data, ensure student records are kept safe and confidential. The consultant will coach the teachers and help ensure that all special education requirements are met and ensure the availability of services to all students in need of special education.

ALE teacher Help file ALE plan and other paperwork, assist with researching correct course coding for APSCN, maintain the educational focus, assist with student evaluations, assist with developing policies including the discipline policy.

Guidance Work with the students to understand what course work is left for them to complete to earn their high school diploma, help students with their career plans, job or internship or apprenticeship placement. The TRIO program at the college will help students with their college and skills training plans. Mental health counseling services will assist the students on their emotional needs and personal goal setting.

Health workers The Health Services will be contracted with local professionals.

Media Services contract the media services such as computer maintenance and repair through a computer shop or the local library or similar source.

Fiscal Services Assistant to school director, help with Technology Plan, enter data into APSCN's FMS, attend APSCN training as required, attend E-Rate training or meetings and assist with Letter of Agency, help maintain school website, ensure Personnel Policies and Salary Schedules are filed and posted by September 15 or date due, check the Commissioner's memo on a weekly basis

and forward information to the staff accordingly, serve as assistant to CFO, trained as required on coding requirements, attend Notary seminar, serve as dean of students in school director's absence, assist the school director as needed

Maintenance and operations Serve as custodian, assist in lunchroom and cafeteria, adhere to ADE maintenance manual as required

Food Services Director Participate in the workshops possibly at Crowley's Ridge Coop, oversee commodities, trained for child nutrition program, help develop agreement and policy statements, maintain student household income forms, perform income verifications as needed, record child nutrition audits as needed, carry out collection procedures, follow meal patterns for menus, keep required meal records, file procurements, ensure students with special needs are provided for, check available resources, if applicable, complete certification training as required, remember to notify department for Summer Meals program, utilize Direct Certification, coordinate National School Breakfast Week activity, participate in on-line trainings, such as One Minute Manager

Data Processing Enter data into the student APSCN, SMS, system, be trained to do so, SIS Coordinator (ensure ledger is closed by September 30 or on date due), assist with completing and submitting student-side cycle reports, answer school phone, secretarial duties.

Certified teachers Arkansas certified teachers will be used as required for state mandated testing and to verify the Diploma School curriculum aligns with the framework. In the budget, the teacher's pay is shown as contracted services

- c. There are no job descriptions for board members because board members will not, and cannot according to ethics laws be paid for their services to the school. If the school is approved, the entity board will assume the role of Diploma School board. The job description of the volunteer board is defined by statute. The Diploma School Board will enroll in the AR School Board Association, will utilize the ASBA model policy program and approve board policies that meet statute.

13. Business and budgeting Plan

- a. The draft Purchasing and Procurement policies are attached
- b. Revenue for food. This should say food commodities.
- c. The ALE revenue is not sent to the school until the fiscal year after the ALE classes are taught. The budget for the second year should show some revenue from ALE reimbursement at about \$16,000.
- d. The Diploma School will utilize part time teachers. One FTE salary totals to \$22,400 per year. It is anticipated that the part time teacher will bachelor's degree plus average an additional 30 hours.
- e. A 1/3 FTE position can handle the duties of the COO. This position can, but does not have to be the same person working as COO of another Diploma

School. In the budget, line 20, the 1 and 2/3 FTE positions are the full time salary for the school's director (at \$48,000), plus the 1/3 FTE salary of the COO (at about \$16,000), plus 1/3 FTE position for the CFO (at about \$16,000).

- f. The salaries for the 1.66 FTE positions identified above are about \$79,680. The EXCEL spreadsheet truncated the repeating decimals and calculated the 1.66 FTE less than \$80,000. 30% fringe is used for all administrative positions (full and part time) so as not to underestimate the fringe.
- g. The positions are listed in the job descriptions above. The instructors, special education teacher teacher, ALE instructor, guidance/advisor, health professional, media personnel and fiscal services are paid at the rate of \$22,400 per FTE,
- h. All positions other than administration (at \$48,000 per FTE) and teachers (at \$22,400 per FTE), are paid \$15,000 per FTE. Those classified positions include maintenance, food services and data processing.
- i. The difference is budgeted for facility upgrades and improvements such as a kitchen.
- j. The CFO/Business Manager should be trained as a business manager, but we will ask for the waiver to 6-15-2302.
- k. Purchased services;
The teachers' purchased services cover in-service training, hiring a certified teacher to consult with the Diploma School and ensure that the vodcasts align with the frameworks and to administer state mandated tests. The data processing purchased service could be computer repair and maintenance. The food service purchased service could be to hire a consultant to help create menus, calculate the serving sizes and create the "grocery lists". The media services could be software installation to help improve media services. The fiscal purchase service is the cost of the external audit. The maintenance purchase could be the cost to hire outsider to complete jobs such as waxing the floors. The special education purchased service is the cost of hiring an experienced and expert consultant to help ensure compliance with special education rules and requirements. The ALE purchased service could be used for the times when ALE requires teachers have certain certification. The guidance purchased service could be the cost of testing for special education from one of our mental health partners. The health purchased services could be testing or vision screening or counseling.
- l. This reflects the anticipated revenue based upon the percentage of students that could be identified as in need of special education services.
- m. The Diploma School believes that based upon the attached letter in Attachment 19 that it will be eligible for ADE's Child Nutrition.
- n. Yes, in year two, it is projected to add part time teachers that sum up to seven FTE teachers.
- o. The insurance will probably be obtained from the AR School Board Association. This premium amount is comparable to the insurance that OCABS had with ASBA.
- p. ~~The 10th grade will not be added until the third year.~~ *dlw*

- q. Year one will be 12th grade only. Year two will be 12th and 11th grades. It is projected that the enrollment will be 150 students in year one and 200 students in year two.
- 14. The annual audit plan meets the Standard
- 15. The statement affirming about the school and APSCN meets the Standard.
- 16. Facilities for the Diploma School of West
 - a. The site listed is available to the Division of Public School Academic Facilities and Transportation for inspection anytime.
 - b. The **Diploma School of West Memphis** will lease a space an 8,000 square foot section of an empty retail store that has more than 12,000 feet available. The Diploma School is interested in only the 8,000 square foot space for years one and two. Meadowbrook South, LLC is the leasing agency for the building owners. There is no relationship between the parties and anyone on the OCBA board.
- 17. Conflicts of Interest
 - a. There are not any relations between board members.
 - b. We do not know of any conflicts of interest.
- 18. Student Services
 - a. The job description and salary for the position of advisor are listed above in Section 12.b and Section 13.g
 - b. Information about the TRIO program is attached
 - c. Information about Mid-South Health is attached
 - d. Letter of support from the Public Library has been requested
 - e. Characteristics of the Special Education program are outlined in Section 12.b, Section 13.g, Section 13.k and 13.L. The Diploma School will provide a high quality education for ALL students.
 - f. Characteristics of the ALE program plan are attached
 - g. Even though ELL revenue is not listed on the budget, the Diploma School will serve ELL students.
 - h. There was a typographical error on page 46 of the **Diploma School of West Memphis** application. It should have said "The Diploma School will seek a waiver" for gifted and talented program, not OCABS.
- 19. Provisions for food services
 - a. OCBA will make application for a separate 501(c)(3) for each school if that is what is needed to participate in the child nutrition program
 - b. A response from ADE Child Nutrition office is attached.
 - c. A place for the kitchen and a cafeteria area and funding is in the facility plan.
- 20. parents or guardians of the enrolled students will be involved with the school and its educational programs
 - a. The Parent Involvement Action Plan is attached
- 21. **Waivers**
 - a. Please add waivers for ADE Rules Governing Parental Notification of an Assignment of a Non-licensed Teacher and ADE Rules Governing Waivers for Substitute Teachers
 - b. Withdraw the request for waiver for §6-15-1005
 - c. Please add waiver of Standard 14.03, minimum of a six-hour day

- d. Please withdraw the request for waiver of §6-16-124
 - e. Please withdraw the request for waiver of §6-18-223
 - f. No change
 - g. Please withdraw the request for waiver of §6-24-106
 - h. Please withdraw the request for waiver of the Minimum Salaries as it is in process of being repealed.
 - i. We are requesting the waiver on class size up to 100 students per class because some of our vodcast classes could have as many as 100 students on computers at one time.
 - j. Please grant waivers for the following;
 - 1. Ark.Code Ann. §6-18-1001 (Public School Student Services Act)
 - 2. Ark.Code Ann. §6-13-109 (School Superintendent)
 - 3. Ark.Code Ann. §6-42-101 (GT Children) and Ark.Code Ann. §6-20-2208(c)(6) (Monitoring of expenditures)
 - 4. Corresponding waiver for offering less than the required 38 units.
22. The desegregation assurances meets the Standard

A handwritten signature in cursive script, appearing to read "Sally Wilson".

Attachment 1Public meeting notice sent to the superintendents

YOU ARE INVITED

*to a public meeting to hear about a
proposed charter school on*

**Saturday, August 27, 10:00
West Memphis Civic Center**

For more details e-mail:

WWW.DIPLOMASCHOOL.ORG

The Diploma School

Thank you for attending today

The purpose of this meeting is to explain details of this proposed charter school and take your questions

OCBA, Inc. is a non-profit Corporation dedicated to innovative education and establishment of Charter Schools

The Diploma School: School Description

Goals for the Diploma School

- improve graduation rates in the area
- have 100% graduation rate using the 11th grade adjusted cohort rate
- have a research-based design with a proven record of successful targeted intervention, www.diplomaschool.org.
- independent and accredited open-enrollment public charter school
- use model and best practices from the OCABS Charter School - applied controls and checks to ensure stay focused

Grade levels/targeted students served

- in 11th and 12th grade students
- not on track to graduate from high school within four years or have already dropped out of high school

Innovative and non-traditional schedule model

- classes convene primarily in the evenings between 3:00 and 10:00
- forty-week, year-round calendar has seven "semesters" condensed into six-week long or four-week long blocked sessions
- students can complete and earn as many as 3 half-unit classes in just six weeks
- students can fill the gaps in their transcript, master the courses' contents and earn a diploma in a shortened time

Skills training, work

- through area secondary centers & technical/training schools & area colleges - training & concurrent & technical classes
- students work with area employers, Youth Apprenticeship, Arkansas Career Education while enrolled

Blended digital learning such as Flipped classroom

- use technology rich methods to deliver the course content, such as "Flipped Classroom"
- use videotaped lectures aligned with framework strands & live classroom on inquiry-based learning & problem solving s.

Safe and quiet environment

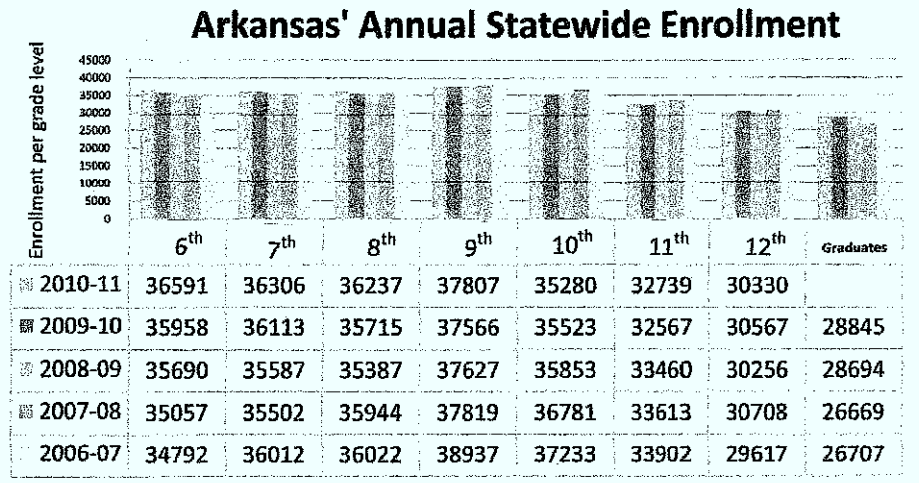
- history of near-perfect student behavior and discipline with a reputation as being one of safest schools in the state.
- use the book "Choosing Civility" as our foundation for discipline and character education.

Some Arkansas Statistics

"11,405 is the number of Non-graduates for Arkansas' class of 2011"

Source: Edweek, <http://www.edweek.org/median/33-35analysis-droptchod-02.pdf>

Source: ADE: <http://ade.state.arkansas.gov/statewide/State/EnrollmentByGrade.aspx?year=2006&search=&page=100>



From where did this idea come? National Research

2006 American Youth Policy Forum Study – National Statistics on Out of School Youth

- The average reading level of school dropouts, nationwide, is 4th grade.
- An estimated 3.8 million youth, ages 18-24 are not employed or in school, that is 15% of all youth
- The rate of students dropping out between 9th and 10th grades continues to climb beyond that of other grades.
- African Americans have a graduation rate of 50%, the lowest of any ethnic group.
- High school students from low income families (the lowest 20%) drop out at six times the rate of their peers from higher-income families. US Department of Education, National Center for Education Statistics. (2004). *The condition of education 2004* (9)
- Dropouts are 3.5 times more likely to be incarcerated in their lifetime.
- 90% of the 11,000 youth in adult detention have no more than a 9th grade education.
- A high school diploma is more valuable now than ever—the earning power of dropouts has been in continuous decline over the past three decades.
- The US death rate for persons with fewer than 12 years of education is 2.5 times higher than for those with 13 or more years of education
- The US would save \$41.8 billion in health care cost if the 600,000 young people, who drop out in one year, were to complete one additional year of education.
- If only 1/3 of high school dropouts were to earn a diploma, federal savings in reduced costs in food stamps, housing assistance and Temporary Assistance for Needy Families would amount to \$10.8 billion annually.
- Increasing the high school completion rate by 1% for men ages 20-60 would save the US \$1.4 billion annually in reduced costs associated with crime.
- The national statistics show that every nine seconds a student becomes a dropout.

Source, Study by: Martin, N., & Halperin, (2006), *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth*, Washington, DC: American Youth Policy Forum.

From where did this idea come? The National Research

Follow-up AYPF Report - 2011 Report

American Youth Policy Forum -

Key Considerations for Serving Disconnected Youth, July 2011.

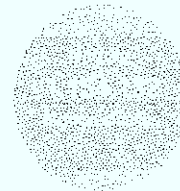
<http://www.aypf.org/publications/documents/DY%20Paper%207.19.11.pdf>

This paper provides a description of the youth population that is disconnected from education and the workforce and describes a set of key considerations for improving outcomes for this population. Programmatic examples that demonstrate how effective supports for youth look in practice are discussed. The paper concludes with policy recommendations for serving youth at the federal, state and local levels

The following key considerations are examined:

- 1) Engaging disconnected youth on a trajectory to graduation and beyond requires the use of data to understand student needs and to inform the creation of multiple options matched to these needs.
- 2) Educational pathways for disconnected youth must ensure that learning is relevant to careers, academically rigorous and adaptive to individual students.
- 3) Cross-sector collaboration and resource-sharing is essential to building and sustaining the network of services that support disconnected youth.

1.2 MILLION STUDENTS
FAIL TO GRADUATE



Projected Number of
Nongraduates for Nation and
States, Class of 2011

Follow-up AYPF Report - 2011 Report American Youth Policy Forum

Nearly all jobs in the emerging economy in the U.S. will require youth to earn both a high school diploma and some type of a postsecondary credential to develop the appropriate skills and training for family-sustaining employment. In order to move disconnected youth along the path toward high school graduation and postsecondary training, a comprehensive system of supports that extends beyond just academics is necessary. The process of developing the knowledge, skills, abilities and personal resources required for success is complex, and the path will be different for each young person as they navigate the interrelated systems that provide opportunities for learning and growth. Policymakers and community members must be committed to a vision of serving this population by aligning resources to support young people as they access opportunities across these systems. The education and training opportunities available must reflect the needs of a community's youth population, with a range of providers offering learning options matched to these needs.

According to a new report by the EPE Research Center, our nation's public schools had a graduation rate of 72% in 2008, meaning that nearly 3 out of every 10 students failed to earn a diploma. Many students who drop out of school remain persistently disconnected from both education and productive employment. One study conducted by Andrew Sum of Northeastern University has found that the average number of 16-24 year olds disconnected from both school and work at a given point in time is, 5.2 million, or 16.4% of all youth. The picture becomes increasingly dire when we consider the data by socioeconomic group. Youth from low-income families are particularly likely to be disconnected from school and work between the ages of 18 and 24; only 44% of these youth remain connected to either school or the labor market, compared to 67% from middle-income families and 75% from high-income families.

The population described as "disconnected youth" or "out-of-school youth" encompasses a large range of individuals that represent a heterogeneous group. These individuals have differing levels of skills and preparation for academic and career oriented training opportunities and are often faced with multiple obstacles to being prepared for the job market. The disconnected youth population includes young people who might be over-age and under-credited for high school graduation, have insufficient academic skill levels to complete credits necessary for graduation, have been involved with the criminal justice system, or have financial obligations that require them to work

11,405 is the number of Non-graduates for Arkansas' class of 2011.

Source: Edweek, <http://www.edweek.org/media/v30-34analysis-critical-thoughts-3.pdf>

Regional Research

Out-of-School Youth Forum - 2007

The attendees at this meeting included a state senator, a state representative, a circuit judge, a family service advocate, an investigator, two Mid-South Health system representatives, juvenile court intake officer, two officers from the Osceola Police Department, a prison warden, two school board members, two GED teachers, a school principal and an EOC Outreach worker.

The out of school youth (our targeted students) were categorized by their obstacles listed below:

Obstacle 1: Physical restraints

- Chronic illness
- Having children of their own
- Homelessness or highly mobile

Obstacle 2: Educational barriers

- Learning disabilities that have not been adequately addressed in the past
- Transferring excessively between schools in the past
- Behind graduation credits more than their peers.

Obstacle 3: Financial problems

- Need to work and earn money.
- The economy has affected them more than their peers.

Obstacle 4: Societal and emotional handicaps

- Court involved.
- Orphaned by death of parent
- Have or have had a parent incarcerated
- Abandonment issues.
- Low self-esteem.
- Drug or alcohol abuse.
- Has mental health disorders
- Has ADD or ADHD

The forum also discussed various agencies and how each can offer support. These agencies include but are not limited to counseling agencies, juvenile probation office, local drug task force, GED office, chamber of commerce and local college

Regional Research

Our Research Studies

Complying with our Charter, studies on our targeted students according to categories of obstacles hampering them earning their high school diploma. We conducted six studies with the following variables:

- length of time for each session (18 week, 9 week, 6 week, 2 week, etc.)
- configuration of the daily schedule (2 hour periods, 90 minute periods, 50 minute periods, etc.)
- year-round calendar (longer Christmas break, two-week summer camp, early start date, one-week Step Weeks, two-week Step Weeks, required tutoring sessions, etc.)
- the attributes of the instructors (traditional certified, non-traditional, teacher permitted, college instructor, part time, full time, adjunct, etc)
- method of delivery of the education (textbook, video book, virtual, etc)

Our students are categorized by obstacles identified in our Summer OCABS conducted research 2007 Out of School Youth forums.

Regional Research Our 6 Research Studies

Series of studies : OCABS conducted a series of studies using the following variables.

- 75% of their classes are taken through concurrent credit at ANC
- Nine-week long sessions
- Two-week sessions
- Six-week long sessions
- Flex sessions using the week long breaks
- Full set of night classes scheduled in six-week sessions and using step-weeks in between. Six-week sessions with 1 and 2 week long condensed step-weeks. Eleventh Grade English and courses with EOC are offered only during six-week sessions that overlap the test dates. Encourage at least 20 hours per week of paid employment. Goal of 25% of coursework completed by concurrent credit.

Results

- Students from each category of obstacles were used in the studies
- Used both experimental groups and control groups of targeted students.
- Less than 20% of control group students were successful at overcoming their obstacles
- Over 50% of experimental group students were successful in four of our studies
- About 90% of the experimental group was successful in the study was the "Full set of night classes scheduled in six-week sessions and using step-weeks in between"

Actual Student Transcript Information

Name has been changed to protect the student's identity

Graduation Requirements TALLY SHEET

Name: Angie Mayle Date of Birth: xx/xx/xxxx Age: 17
 SSN: XXXXXXXX Cell phone # or e-mail: XXXXXXXX

Mark an X in the boxes, representing semester long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count a 1 credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required) 9th Grade <input checked="" type="checkbox"/> <input type="checkbox"/> 10th Grade <input checked="" type="checkbox"/> <input type="checkbox"/> 11th Grade <input checked="" type="checkbox"/> <input type="checkbox"/> 12th Grade <input checked="" type="checkbox"/> <input type="checkbox"/> Junior Literacy test <input checked="" type="checkbox"/> <input type="checkbox"/>	MATH (4 credits required) Algebra 1 <input checked="" type="checkbox"/> <input type="checkbox"/> Geometry <input checked="" type="checkbox"/> <input type="checkbox"/> Algebra 2 <input checked="" type="checkbox"/> <input type="checkbox"/> Precal/Calc <input checked="" type="checkbox"/> <input type="checkbox"/> Algebra EOC <input checked="" type="checkbox"/> <input type="checkbox"/> Geometry EOC <input checked="" type="checkbox"/> <input type="checkbox"/>
SCIENCE (3 credits required) Physical Sc. <input checked="" type="checkbox"/> <input type="checkbox"/> Biology <input checked="" type="checkbox"/> <input type="checkbox"/> Chemistry <input checked="" type="checkbox"/> <input type="checkbox"/> Biology EOC <input checked="" type="checkbox"/> <input type="checkbox"/>	HISTORY (3 credits required) Civics or Civics/Economics <input checked="" type="checkbox"/> <input type="checkbox"/> U.S. History <input checked="" type="checkbox"/> <input type="checkbox"/> World History <input checked="" type="checkbox"/> <input type="checkbox"/> Verify AR History? <input checked="" type="checkbox"/> <input type="checkbox"/> YES or NO
Physical Education <input checked="" type="checkbox"/> <input type="checkbox"/> Health <input checked="" type="checkbox"/> <input type="checkbox"/> Fine Art <input checked="" type="checkbox"/> <input type="checkbox"/> Oral Communications <input checked="" type="checkbox"/> <input type="checkbox"/>	CAREER FOCUS or ELECTIVE (6 credits needed) Career 1 <input checked="" type="checkbox"/> <input type="checkbox"/> Career 2 <input checked="" type="checkbox"/> <input type="checkbox"/> Computer Fund <input checked="" type="checkbox"/> <input type="checkbox"/> Medical Fund 1 <input checked="" type="checkbox"/> <input type="checkbox"/> Medical Fund 2 <input checked="" type="checkbox"/> <input type="checkbox"/> Technology 1 <input checked="" type="checkbox"/> <input type="checkbox"/>

List the names of all high schools attended

Name of school <u>XXXX</u>	City where school is located <u>XXXX, AR</u>	Years attended <u>2006-2009</u>
_____	_____	_____
_____	_____	_____

Date evaluated March '10
 Grades earned (need 44 for diploma) 37/44

Actual Student Transcript Information

Name has been changed to protect the student's identity

Graduation Requirements TALLY SHEET

Name: Johnny Adams Date of Birth: 05/15/1995 Age: 17
SSN: XXX-XX-XXXX Cell phone # or e-mail: XXX-XXXX

Mark an X in the boxes, representing semester-long classes, that you completed with a grade of "D" or higher. In Arkansas, two semester classes count as 1 credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	X	X
10th Grade	X	X
11th Grade	X	X
12th Grade	X	X
Junior Literacy Test	X	X

MATH (4 credits required)

Algebra 1	X	X
Geometry	X	X
Algebra 2	X	X
Algebra EOC	X	X
Geometry EOC	X	X

SCIENCE (3 credits required)

Physical Sc.	X	X
Biology	X	X
Biology EOC	X	X

HISTORY (3 credits required)

Civics or Civics/Economics	X	X
U. S. History	X	X
World History	X	X
Verify AR History?	X	X

Physical Education

Health	X	X
Fine Art	X	X
Oral Communications	X	X

CAREER FOCUS or ELECTIVE (6 credits needed)

Computer Fund	X	X
Art	X	X
Writing 1	X	X
Automotive 1	X	X
Automotive 2	X	X

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	XXXX-XXXX

Date evaluated	Dec '08	May '09
Grades earned (need 44 for diploma)	23/44	27/44

Actual Student Transcript Information

Name has been changed to protect the student's identity

Graduation Requirements TALLY SHEET

Name: D'Angelle Johnson Date of Birth: 05/15/1995 Age: 18
SSN: XXX-XX-XXXX Cell phone # or e-mail: XXX-XXXX

Put your semester grades in the box next to the class. In Arkansas, two grades count as 1 credit. Grades of "D" or higher count for credit. For a high school diploma, you must earn 22 credits.

ENGLISH (4 credits required)

9th Grade	C	A
10th Grade	B	D
11th Grade	B	
12th Grade		
Junior Literacy Test		

MATH (4 credits required)

Algebra 1	B	C
Geometry	B	D
Algebra 2	B	
Algebra EOC		
Geometry EOC		

SCIENCE (3 credits required)

Physical Sc.	B	B
Biology	D	
Biology EOC	B	

HISTORY (3 credits required)

Civics or Civics/Economics	B	B
U. S. History	C	
World History		
Verify AR History?		

Physical Education

Health	D	
Fine Art	C	
Oral Communications		

CAREER FOCUS or ELECTIVE (6 credits needed)

Spanish I	C	C
Intro to Criminal Justice	C	
ROTC	A	
AP English	B	B
ROTC II	A	

List the names of all high schools attended

Name of school	City where school is located	Years attended
XXXX	XXX AR	XXXX-XXXX
XXXX AL School	XXX AL	XXXX-XXXX

Date evaluated	Oct '09	
Grades earned (need 44 for diploma)	27/44	

Our Model – Sample Calendar

Sample 40-Week Year-round Calendar for the 2012-13 School Year

Six 6-Week Terms plus a 4-Week Summer Term

August 2012						
S	M	T	W	Th	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
September 2012						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
October 2012						
S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
November 2012						
S	M	T	W	Th	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
December 2012						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
January 2013						
S	M	T	W	Th	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
February 2013						
S	M	T	W	Th	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
March 2013						
S	M	T	W	Th	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
April 2013						
S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2013						
S	M	T	W	Th	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2013						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Oct. 30 Parent Teacher Confer.
1st Winter Term
Feb. 15 Parent Teacher Confer.
1st Spring Term
2nd Spring Term
Summer Term

Professional Development days are disbursed throughout the year. The Diploma School staff will utilize training away from the campus and through AETN, etc.

Our Model - Sample Bell Schedule

Appendix II
Attachment 2 (required)

Diploma School Sample Bell Schedule for 6-Week Term (Flexible school day)

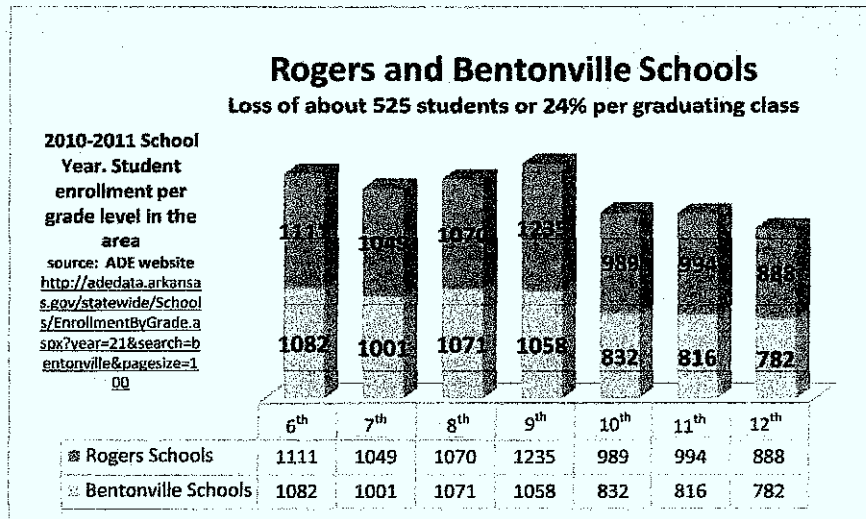
Example: Full-time students enroll in all three periods. If a student is 18 years or older, he or she can enroll for less than full time classes. 2/3 FTE students enroll in two periods per week. 1/3 FTE students enroll in one period per week. This schedule allows the students time to work during the day. Some attendance credit is given for on-the-job hours. A 3-hour concurrent credit counts as 9 hours of attendance time or seat time per week.

Diploma School - Sample Daily Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-12:03						2 nd Period (3 hrs)
12:03-12:30						Lunch
12:30-3:33						3 rd Period (3 hrs)
3:45-5:48	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	1 st Period (2 hrs)	
5:48-6:15	Supper	Supper	Supper	Supper		
6:15-8:03	2 nd Period (1 ½ hour)	2 nd Period (1 ½ hour)	2 nd Period (1 ½ hour)	2 nd Period (1 ½ hour)		
8:15-10:03	3 rd Period (1 ½ hour)	3 rd Period (1 ½ hour)	3 rd Period (1 ½ hour)	3 rd Period (1 ½ hour)		

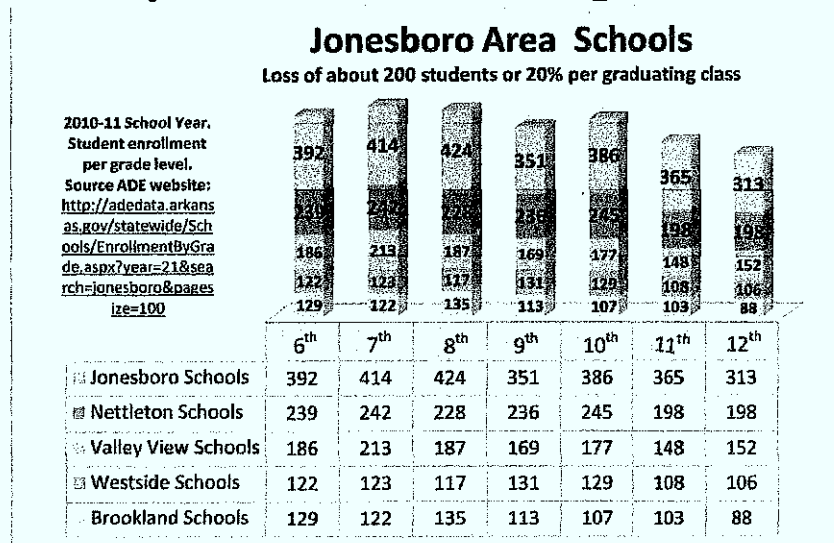
Students are encouraged to enroll in concurrent credit college classes in the daytime or in other special daytime classes.

Additional regional enrollment charts

<http://adedata.arkansas.gov/statewide/Districts/EnrollmentByGrade.aspx?year=21&search=jonesboro&pagesize=100>



The Diploma School – Regional Data



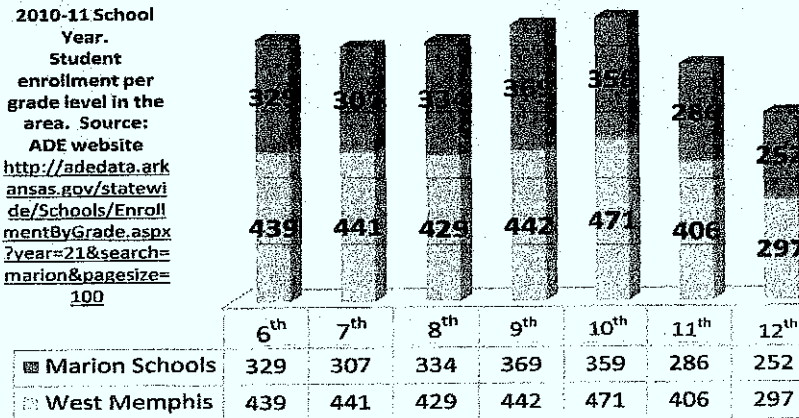
Additional regional enrollment charts

<http://adedata.arkansas.gov/statewide/Districts/EnrollmentByGrade.aspx?year=21&search=jonesboro&pagesize=100>

West Memphis area

Loss of about 200 students or 29% per graduating class

2010-11 School Year.
Student enrollment per grade level in the area. Source: ADE website
<http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=marion&pagesize=100>

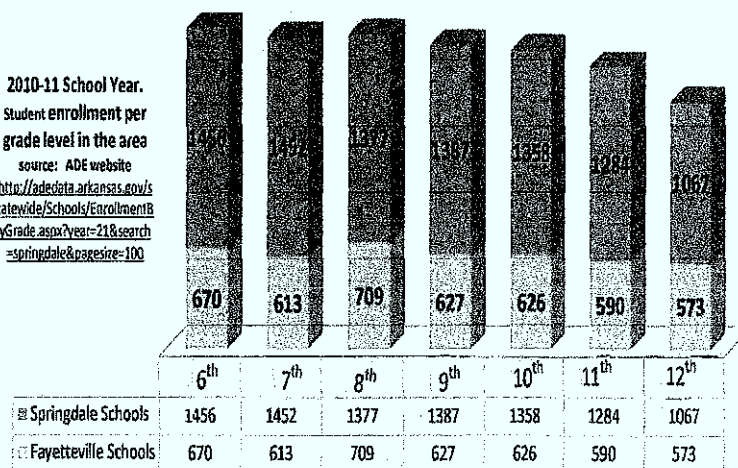


Additional regional enrollment charts

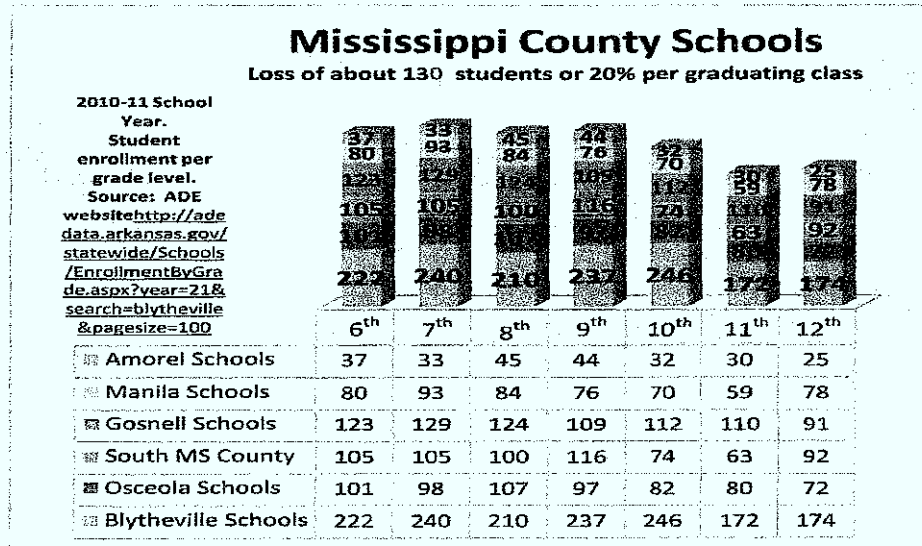
Springdale and Fayetteville Schools

Loss of about 500 students or 23% per graduating class

2010-11 School Year.
Student enrollment per grade level in the area
source: ADE website
<http://adedata.arkansas.gov/statewide/Schools/EnrollmentByGrade.aspx?year=21&search=springdale&pagesize=100>



Additional regional enrollment charts



The Diploma School Mission

100% of our students graduate using the US Department of Education's adjusted cohort formula.

The Diploma School will:

- (1) provide a very safe environment for its students. Using the "Civility Project" philosophy, students and staff abide by the 25 Rules of Considerate Conduct with a goal that there are no arguments, fights or disagreements at school and ensure that the school is a pleasant place to be,
- (2) provide a school that will increase the graduation rate of the youth in the area. Raising the percentage of high school graduates in the area will improve conditions for economic growth. Removing these students from the traditional districts' graduation formula's denominator will help the area districts' own 9th grade adjusted cohort graduation rates,
- (3) increase the number of young people in the area will post secondary school and/or skills training. While a student at the Diploma Schools, students enroll in skills training at secondary centers and/or take concurrent credit college classes,
- (4) strive for all graduates to pass college entrance tests or complete all college remediation courses and state mandated assessments
- (5) increase the number of young people employed. While taking classes, students are encouraged to work a paying job, or youth apprenticeship or internship,
- (5) provide a true community school with community partners. The community partners will be an integral part of the success of the school by offering assistance and/or mentoring to the students, and
- (7) serve as a model to be copied across the state as either open-enrollment or conversion charter schools. Seeing the success of Diploma School-type will encourage other communities to embrace this model.

What makes The Diploma School different?

Unprecedented Discipline and student conduct

- Lower discipline issues than traditional school.
- The students are treated like adults.
- Excellent conduct due to our Choosing Civility character education

Use creative calendar and bell schedule to help students overcome obstacles

- Students who are 18 or older can attend school as 1/3 FTE or 2/3 FTE or full time students depending upon their academic goals
- High school classes are taught mostly in the evenings between 3:00 and 10:00.

100% of our students will graduate

- Students can earn up to 20 one-half credit classes or ten full units in twelve months
- Diplomas awarded in May, in July and in December every year.

What makes the Diploma School different?

Innovative methods of delivering high school coursework

- Utilize blended, digital learning such as, I-School programming and technology, APEX, Extra Learning, AVHS, Flipped classroom pre-recorded vodcasts or videos.
- May operate branch classrooms and tutoring centers around the area with vodcasting and compressed videos.
- Develop curriculum videos/vodcasts such as Flipped classroom
- Share these vodcast available on our website so other schools, teachers and parents can benefit from our model.
- Continue to research and find the most successful practices to move the focus from teaching to learning in the most effective and efficient manner for these targeted youth.
- Offer credit recovery and grade forgiveness.

What makes The Diploma School different?

Skills training and college preparedness is a Focus

- The Diploma School pays for concurrent enrollment college credit classes, books and fees.
- Concurrent college credit classes count toward the students' graduation requirements.
- Award weighted credit for CORE concurrent credit classes similar to AP and IB classes.
- Students sit for college placement tests upon enrolling at the Diploma School and are placed in concurrent enrollment credit classes as early as possible.
- Students' schedules are tailored around area Secondary Centers for skills training
- Students are offered "work education", Youth Apprenticeships, internships and paying jobs

Diploma Status **Weighted Credit and Course Code Approval**

[illegible]

Order/Education Week. (May 31, 2011.). *Diplomas Count, 2011, Beyond High School, Before Baccalaureate, Four-Year Degree*. Available at: <http://www.edweek.org/ew/top/2011/06/09/index.html>. Editorial Projects in

⁶ Andrew Sum et al. (2003) *Left Behind in the Labor Market: Labor Market Problems of the Nation's Out-of-School, Young Adult Populations*, Washington, DC: Center for Labor Market Studies.

²² Kent, Adam. *Vulnerable Youth and the Transition to Adulthood: Youth from Low-Income Families*.

(2009). Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Health.

New York City Office of Mark Rothbaum, Esq. at:

Y. Brickeland, J.M. Dillig, J.L. Madson, K.B. (2006) The Silent Epidemic: Per-

Wladimir, M. and Malinin, S. (2006) 145-turkish Teenage Users: Turkish Communities Are Recognizing Out of School Youth. *Information Technology & Development*, 16(1), 1-14.

<http://www.npr.org/series/138542241/dropping-out-the-human-face-of-an-education-crisis?ps=rs>

Dropout Prevention: 110 models http://www.dropoutprevention.org/modelprograms/get_programs.php?aff=cat=11

American Youth Policy Forum <http://www.aypf.org/publications/documents/DY%20Paper%207.19.11.pdf>

Alliance for Excellence Education <http://www.makinggraduationpossible.org/PrioritizingDropoutFactories.pdf>

Drop Out Nation <http://dropoutnation.net/tas/charter-schools/>

National Dropout Prevention Center <http://www.dropoutprevention.org>

NPR, National Public Radio <http://www.npr.org/2011/07/25/138540864/from-drug-dealing-to-diploma-a-teens-stru>

E-how http://www.ehow.com/list_5318001_alternative-programs-high-school-dropouts.html

US DOE IES <http://nces.ed.gov/fastfacts/display.asp?id=16>

High school innovation http://www.ck12.org/list_631800

ADE Dr. Charity Smith's report to SBE <http://flash.aetn.org/adeplayer.html?source=rtmp://flash.aetn.org/vod/mp4:ade/stbrdM>

Example: $\text{E}[\text{X}] = 100$, $\text{E}[\text{Y}] = 100$, $\text{E}[\text{X} + \text{Y}] = 100$. Then X and Y are perfectly correlated.

downloaded from <http://www.tku.edu.tw/journal/222/55/2007-1-1/volman-11-en-1st-use-video-02-air-verb-education>

Questions and comments

Thank you for attending.

Please be careful going home.

Visit our website:

www.diplomaschool.org

Attachment 3.a.1 Draft of Diploma School Parent Plan

6.11 & 6.12—PARENTAL/COMMUNITY INVOLVEMENT PLAN

The Diploma School understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall work to

1. Involve parents and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs;
4. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve the student's academic achievement;
5. Provide parents with the materials and training they need to be better able to help their student achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
8. Find ways to eliminate barriers that work to keep parents from being involved in their student's education. This may include providing transportation and student care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent and community involvement programs to suit the needs of our district;
10. Train parents to enhance and promote the involvement of other parents;
11. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration. This policy may be part of the school's Title I plan and may be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Legal References: 20 U.S.C. § 6318 (a)(2),(A),(B),(D),(E) (NCBL Act of 2001, Section 1118)
20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118)

Date Adopted:

Attachment 7.a Concurrent Credit Matrix

Diploma School

Weighted Credit and Course Code Approval

The Diploma School students take concurrent enrollment college course from sources such as the local colleges and the Arkansas Early College High School. These classes will satisfy graduation requirements as listed in this course code matrix. On our master schedule, these courses may also count toward our 38 required credits.

Revised August 28, 2011

ADE Course code	Equivalent high school course title http://www.apsch.org/sis/hdr/CourseCodeListing1112.pdf	Community college, technical college, four-year college or university courses identified by the ADHE's Arkansas Course Transfer System, ACTS codes. http://acts.adhe.edu/studenttransfer.aspx . The ACTS code courses may satisfy high school graduation requirements. We will not limit the number of concurrent enrollment courses that our students may take for graduation credit.
<i>The three-hour ACTS courses listed below satisfy one unit of graduation requirements for the ADE course paired in this matrix or for any one-unit Career Focus elective. Weighted credit may be awarded for these concurrent enrollment college classes if the college course is at least a college sophomore level class and its is used to satisfy graduation requirements for English, Science, Math, Social Studies, Art or Foreign Language courses on the student's transcript.</i>		
410000/1000 412000/3000	English 9 or 10 English 11 or 12	ACTS courses beginning with ENGL, such as: ENGL 1013 Composition 1, or ENGL 2023 Introduction to Technical Writing
414000 414010 416000	Oral Communica. (Speech/Drama)	ACTS courses beginning with SPCH or DRAM, such as: SPCH 1003 Intro to Oral Communication, or DRAM 1003 Theatre Appreciation
415000	Journalism	ACTS courses ENGL 2013 Introduction to Creative Writing, or ENGL 2023 Intro. to Technical Writing, or BUS 2013 Business Communications
420000	Biology	ACTS courses beginning with BIOL, such as: BIOL 1014 Biology and Lab
424030	Anatomy & Phys	ACTS courses beginning with BIOL, such as: BIOL 2404 A & P and lab
423000	Physical Science	ACTS courses beginning with PHSC, such as: PHSC 1004 Physical Science & Lab
421000	Chemistry	ACTS courses beginning with CHEM, such as: CHEM 1004 Chemistry I and Lab
425010	Earth Science	ACTS courses beginning with GEOL, such as: GEOL 1114 Physical Geology&Lab
422000	Physics	ACTS courses beginning with PHYS, such as: PHYS 2014 Physics I & Lab
430000	Algebra I	ACTS courses beginning with MATH, such as: MATH 1003 College Math
431000	Geometry	ACTS courses beginning with MATH, such as: MATH 1203 Plane Trigonometry
432000	Algebra II	ACTS courses beginning with MATH, such as: MATH 1103 College Algebra
433000	Pre-Cal/Trig	ACTS courses beginning with MATH, such as: MATH 1305 Pre-Calculus

439030	Calculus I plus Calc. II, (1.5 units)	ACTS courses identified as being Calculus and beginning with MATH, such as: MATH 2405 Calculus I (5 hour course)
439050	Transition Math	ACTS courses beginning with MATH or BUS, such as: MATH 2203 Survey of Calculus
439090	Statistics	ACTS Statistics courses beginning with MATH or BUS, such as: MATH2103 or BUS 2103
441000/10	French I or Fren II	ACTS courses beginning with FREN, such as: FREN 1013 French I
440000/20	Spanish I or Spa.II	ACTS courses beginning with SPAN, such as: SPAN 1013 Spanish I
442000/10	German I or Ger. II	ACTS courses beginning with SPAN, such as: GERM 1013 German I
450000-40	Art I or Art II or III	ACTS courses beginning with ARTA, such as: ARTA 20023 Art Survey,
450010	Advanced Art	ACTS courses beginning with ARTA, such as: ARTA 1003 Art Appreciation
452000/40	Vocal Music I or II	ACTS courses beginning with MUSC, such as: MUSC 1003 Music Appreciation
460000	Computer Applic.	ACTS courses beginning with BUS and CPSI, such as: BUS 1103 Keyboarding, CPSI 1003
470000	American History	ACTS courses beginning with HIST, such as: HIST 2113 United States History 1
471000	World History	ACTS courses beginning with HIST, such as: HIST 1113 World Civilizations I
472100	Civics or Government	ACTS courses beginning with PLSC, such as: PLSC 2003 American Nat'l Govern
473000	Arkansas History	ACTS courses beginning with PLSC, such as: PLSC 2103 State & Local Gov.
474300	Economics	ACTS courses beginning with ECON, such as: ECON 2103 Macroeconomics
474400	Psychology	ACTS courses beginning with PSYC, such as: PSYC 1103 General Psychology
474500	Sociology	ACTS courses beginning with SOCI, such as: SOCI 1013 Intro. to Sociology
474600	World Geography	ACTS courses beginning with GEOG, such as GEOG 2103 World Geography
480000	Health/Safety	ACTS courses beginning with HEAL, such as: HEAL 1003 Personal Health
Career Focus Electives		
On our master schedule, these courses may count toward the required nine units in three areas of career focus.		
College Prep/ Remedial Courses	Examples: Basic Math, College Writing, Basic Reading	If the student earns at least a "C", the three-hour college developmental education course shall satisfy the graduation requirement for a one-half unit of high school math (for a College Prep math class) or English (for a College Prep reading or writing course) or Career Focus.
Technical Classes	Examples: Welding, Medical Professions	Any three hour course that leads to any Technical degree (Associates or Bachelors) or Technical Certification will satisfy a one-half unit of career focus graduation requirements

Attachment 13.a-1 Purchasing and Procurement policy

Draft of Diploma School Purchasing & Procurement Policies

7:4(A) PURCHASE OF COMMODITIES (NO LABOR INVOLVED)

Purchases shall be made in accordance with State laws and procurement procedures governing school purchases that are deemed to be in the best interest of the Diploma School and are the result of fair and open competition between qualified bidders and suppliers. As used in this policy "commodities" is defined as all supplies, goods, material, equipment, computers, software, machinery, facilities, or personal property purchased for or on behalf of the School. Open market purchases may be made where the purchase price is less than ten thousand dollars (\$10,000). The solicitation of telephone quotes or written bids is encouraged but not required. Commodities that have a purchase price of more than ten thousand dollars (\$10,000) must be bought from not less than three quotation bids. Specifications shall be devised for all commodities to be bid that are specific enough to ensure uniformity of the bid and yet not so restrictive that it would prevent competitive bidding. The Board of Directors of the Diploma School reserves the right to reject all bids and to purchase the commodity by negotiating a contract. In such an instance, each responsible bidder who submitted a bid shall be notified and given a reasonable opportunity to negotiate.

The following commodities may be purchased without soliciting bids:

(1) Commodities in instances of an unforeseen and unavoidable emergency; (2) Commodities available only from the federal government; (3) Utility services; (4) Used equipment and machinery, except used buses; and (5) Commodities available only from a single source.

Legal References: A.C.A. § 6-21-301,303,304,305, A.C.A. § 6-24-101et seq., Adopted:

Attachment 13.a-2 Purchasing and Procurement policy

7:4(B) PURCHASE OF COMMODITIES (LABOR INVOLVED)

Purchases shall be made in accordance with State laws and procurement procedures governing school purchases that are deemed to be in the best interest of the Diploma School and are the result of fair and open competition between qualified bidders and suppliers. As used in this policy "commodities" is defined as all supplies, goods, material, equipment, computers, software, machinery, facilities, personal property, and services, other than personal and professional services, purchased for or on behalf of the District. Open market purchases may be made where the purchase price is less than twenty thousand dollars (\$20,000). The solicitation of telephone quotes or written bids is encouraged but not required. Purchases that have a purchase price of twenty thousand (\$20,000) dollars but less than fifty thousand dollars (\$50,000) shall be purchased only after an advertisement soliciting written bids has been run for one week in an appropriate publication. The bids shall be opened one week after the date of publication. Purchases that have a purchase price of fifty thousand (\$50,000) dollars or more shall be purchased only after an advertisement soliciting written bids has been run two weeks in an appropriate publication. The bids shall be opened one week after the last date of publication. Specifications shall be devised for all commodities to be bid that are specific enough to ensure uniformity of the bid and yet not so restrictive that it would prevent competitive bidding. The Board of Directors of the Diploma School reserves the right to reject all bids and to purchase the commodity by negotiating a contract. In such an instance, each responsible bidder who submitted a bid shall be notified and given a reasonable opportunity to negotiate.

The following commodities may be purchased without soliciting bids:

(1) Commodities in instances of an unforeseen and unavoidable emergency; (2) Commodities available only from the federal government; (3) Utility services; (4) Used equipment and machinery, except used buses; and (5) Commodities available only from a single source.

Legal References: A.C.A. § 6-21-109 , A.C.A. § 6-21-301,303,304,305, A.C.A. § 6-24-101 et seq.

A.C.A. § 22-9-203

Adopted:

Attachment 18.b TRIO information



educational opportunity center (EOC)

CONTACT INFORMATION



Check out our TRIO blog!!!

TRIO

EDUCATIONAL
OPPORTUNITY CENTERS

What is the Educational Opportunity Center?

The Educational Opportunity Center (EOC) is a program designed to assist adults 19 and older in returning to education - in college, vo-tech, specialized school or a GED program.

Here's a glance at EOC on the national level. Education Opportunity Centers are located throughout the country and primarily serve displaced or underemployed workers. These Centers help people to choose a college and a suitable financial aid program. There are over 139 EOCs in America serving 160,832 individuals.

EOC Services

The EOC can assist you in the following areas until you enroll:

- Career tests - find out which career is right for you
- Career library - full of vocational/scholarship publications
- Assistance with registration procedures
- Workshops on ASSET/ACT preparation, study skills, time management, budgeting, and assertiveness skills
- Assistance with financial aid applications/admissions procedures
- Tutoring, mentoring
- Assistance with choice of school and selection of major
- Assistance with GED information and enrollment procedures
- Personality testing
- Job shadowing - hands-on experience with a person who is actually working in your career choice
- Child care information
- Membership in the Adult Student Association (ASA) - a no dues club for adults who are returning to education
- Pass to Class - visit a college class before you enroll



Back Row: Nancy Fergus, Kristi Rose, Tonya Harris, Niki Johns
Front Row: Denese Bogard

[top]

Contact Information [full TRIO staff listing]

Niki Johns, Director
Kristi Rose, Media/Communications Specialist
Candice Wilborn, Secretary - 870.838.2961

Education Advisors

Blytheville (Main Campus) - 870.762.1030

Tonya Harris
Denese Bogard

Osceola Center - 870.563.3236

Nancy Fergus

Attachment 18.c **Mid-South Health information**



Outpatient Services

Individual, group,
and family therapy
is available based
on the needs of
the client/family.
Evaluation by a
child psychiatrist

with ongoing medication management provided by a pediatrician or psychiatrist is also available.

Our outpatient staff consists of adult and child psychiatrists, psychologists, psychological examiners, social workers, licensed counselors, nurses and paraprofessionals. Each clinic also has a complete office support staff.

Individual, Family, Group Therapy: Counseling services are provided for a wide range of problems from simple life adjustments to more serious forms of depression and anxiety as well as drug and alcohol diagnoses. Our therapists work with their clients to design the most effective types of treatment to meet the client's needs. This can include individual therapy, therapy involving other family members, or therapy in a supportive group with other clients experiencing similar problems. These services are available for children, adolescents, and adults.

Accessing Services: To receive services, contact the outpatient clinic in your area (See our Locations webpage). The receptionist will assist you in scheduling an appointment and answer questions you may have about our services.

Emergency Services: The emergency service team responds to mental health emergencies in our seven county area on a twenty four hour, seven day per week basis. They work closely with area hospitals, local law enforcement, and community service agencies. The toll free number for is 800-356-3035.

Pharmacy: Mid-South has a full time registered pharmacist on staff to assist in the mental health medication needs of our clients.

Psychiatric Services: When medications may be indicated for client treatment, our therapists arrange for them to be seen by our staff psychiatrists. These physicians can evaluate the client's particular needs and, if appropriate, prescribe a medication.



Directory of Services

► **Outpatient**

Services: Services are provided for problems ranging from simple adjustment problems to borderline psychosis. Outpatient Services consist of diagnosis and a broad range of treatment.

► **Adult Inpatient**

Services: This 16 bed short-term inpatient service is provided on a 24 hr, 7 day a week basis with RN's, LPN's, Social Workers, and physician on call. This unit is a secured unit taking referrals from law enforcement and other community mental health centers.

► **Child and Adolescent Services:**

Individual, group, and family therapy is available based on the needs of the client/family. Evaluation by a child psychiatrist with ongoing medication management provided by a pediatrician or psychiatrist is also available.

► **Community Support Services:**

The Community Support Program is an adult program designed to provide a continuum of service that will enable seriously mentally ill consumers to develop support systems and skill necessary to function adequately in the least restrictive environment possible.

Mid-South Health Systems is a Comprehensive Private, Non-Profit Community Mental Health Center. Mid-South provides a full range of psychiatric and educational services to residents in the seven county catchment area of Clay, Greene, Craighead, Lawrence, Mississippi, Poinsett, and Randolph counties with 250 employees.

Mid-south Health Systems also manages Counseling Services of Eastern Arkansas. Counseling Services provides comprehensive services to residents in the six county catchment area of Phillips, Monroe, Cross, Crittenden, Lee, and St. Francis counties.

Both mental health centers have a professional and support staff consisting of psychiatrists, clinical psychologists, licensed counselors, social workers, case managers, RN's and LPN's.

Attachment 18.f ALE Planning

A. Report – watch Commissioner's for date that ALE Report is due.

B. Funding

ALE funding is calculated per student using the formula:

$$(ALE\ Minutes\ Per\ Day \div Total\ Minutes\ in\ School\ Day) \times (ALE\ Days \div Total\ Days\ in\ Year) = ALE\ FTE$$

1. Total Minutes in School Day

- a. Set in Student Plus Demographic Configuration.
- b. Applications > District Administration > Student Plus Configuration > Demographics.
- c. Select Building > District Defined option > Screen 3 –Additional School Demographics.
- d. Update the Minutes Per Day field which should contain the amount of instructional minutes per day for the selected building.

2. ALE Days

- a. Applications > Demographics > Students
- b. Find Student and pull up detail information.
- c. Select the Entry/Withdrawal action button.
- d. Update curriculum code to AE (Alternative Education). If the student has changed to AE during the school year, a new vector must be added reflecting the dates enrolled/withdrawn from ALE.
- e. After students have been coded you can search and print a list of students marked as curriculum AE using the following Advanced Search:

<u>Area</u>	<u>Items</u>	<u>Operation</u>	<u>Value</u>	<u>Grouping</u>
Entry/ Withdrawal	Assigned Calendar	equals	2012R	And
Entry/ Withdrawal	Curriculum Code	equal	AE	End

C. Verify the report at the end of the school year. Contact the ALE office if any questions.

D. Reimbursements will be paid in two installments in the fiscal year following

Attachment 19

Letter from ADE Child Nutrition office

September 29, 2011
Ms. Sallie Wilson
OCBA, Inc.
P.O. Box 94
Osceola, AR 72370

Dear Ms. Wilson:

This letter is in response to your September 27, 2011 email to Ms. Wanda Shockey regarding 1) Nontraditional meal service for Diploma Schools Charter applicant, and 2) Collection of income information to receive NSLA state funding.

- 1) **Nontraditional Meal Service:** The Diploma School charter applications indicate through the bell schedule the schools will serve an evening meal (a non-traditional lunch period not supper) on Monday-Thursday to students up to age 21 who do not have access to a National School Lunch Program during the regular school day and are not enrolled in college (school may not deviate from the 21 year old age cut off unless a student becomes 21 during the current school year). The Monday through Thursday meals would be considered nontraditional lunches. The lunch meal served on Saturday would be considered traditional meal service and can only be served on Saturday if it is a part of the Charter School Program at the time of the State Board Approval.

As requested from the Charter Application Standard #19 evaluation criteria (see attached Standard #19), the Diploma Schools shall provide in writing to Ms. Wanda Shockey, Director, ADE CNU, the request to offer a nontraditional meal service period to include the Monday-Thursday evening meal in this request please include a statement of intent to serve lunch on Saturday as a traditional lunch meal. Please note: USDA reimburses for only five (5) days of meal service per week. For your convenience, attached is the sample *Steps for Application to the Federal Child Nutrition Programs, Description of Meal Service and Model Contract for Food Vendor* provided at the Charter School training on July 12, 2011.

The Arkansas Department of Education Child Nutrition Unit (ADE CNU) has contacted USDA to request guidance on nontraditional meal service for the Diploma Schools and at this time, ADE CNU has not received a response to this request.

- 2) **Collection of income information to receive NSLA state funding:** The Diploma Schools **cannot collect household income** information from students/legal guardians using National School Lunch Program (NSLP) forms to secure the NSLA data required for receipt of Special Needs State Funding unless the Charter 501 (c) (3) Entity has an ADE Child Nutrition Unit approved Agreement and Policy Statement to operate the federal National School Lunch Program as outlined by the National School Lunch Act. As we understand it, The Arkansas law stipulates requires the National School Lunch Act Free and Reduced Eligible Student data for distribution of these state funds.

As stated in the Charter Application Standard #19 evaluation criteria, unless a separate 501(c)(3) is acquired for each Diploma School, the Diplomas School(s) will be considered one entity under the present OCBA's 2008 501(c)(3) and all data will be aggregate (see attached Standard #19). Again, if for any reason the Diploma School(s) are not approved for the National School Lunch

Program, the Diploma Schools CANNOT use any NSLP forms or data to secure NSLA state funding and no federal or state funding will be provided.

Thank you for your request for clarification of these issues. As soon as the ADE CNU receives a response from USDA regarding the Diploma Schools Charter Application, we will forward that to you and Dr. Mary Ann Duncan.

Sincerely,

Patricia Winders, MS, RD, LD

Assistant Director of Program Administration

Arkansas Department of Education, Child Nutrition Unit

Cc: Wanda Shockey, Director, Arkansas Department of Education, Child Nutrition Unit
Mary Ann Duncan, Charter Schools
Mark White, Attorney, Arkansas Department of Education
William Goff, CPA, Arkansas Department of Education, Fiscal and Administrative Services

The Diploma School
Parental Involvement Action Plan
2012-2013

The school shall –

- Establish a positive, welcoming atmosphere so that parents will always feel welcome at The DIPLOMA SCHOOL.
- Designate a certified staff member to serve as the Parent Facilitator whose duties are as follows:
 - Provide a communication line for teachers and parents.
 - Provide professional development training designed to encourage parental involvement for the teachers and administrators.
 - Undertake efforts to foster parental participation in the school.
- Develop a system of communication with the parents that consists of the following:
 - Foster a parent mass email list so that information can be distributed throughout the year.
 - Send out monthly newsletters and monthly calendars.
 - Send out interim reports each grading periods.
 - Maintain a user-friendly website (www.diplomaschool.org) that has a wealth of information for parents and students.
 - Provide weekly PTO updates.
 - Update the school's announcements on the school website about every ten days.
- Implement a campus leadership team and encourage parents, students, community members and teachers to be a part of this Team.
 - Some of the responsibilities include a review and recommendation for course of study and local graduation requirements.
 - Changes to the The DIPLOMA SCHOOL discipline policies
 - Recommend improvements to the The DIPLOMA SCHOOL student wellness program.
- Implement and support a Parent-Teacher-Organization (PTO) and encourage all to join and participate.
- Prepare family kits that will be distributed at registration and will consist of the following:
 - The DIPLOMA SCHOOL Parental Involvement Plan
 - Important school information on school policies and procedures.
 - Recommended roles of parents, students, teachers and administration.

- o Information on ways for a parent to become involved in our school and in the education of his/her student.
- o A calendar of activities that are planned throughout the year to encourage parental involvement.
- o A communication process that allows parents, teachers and administrators to communicate in a productive two-way manner.
- o A process for resolving parental concerns, including who to approach first and how to develop a solution.
- o Provide tip sheets for parents on how to foster their student's success in school.
- Encourage communication with parents by scheduling at least two parent-teacher conference days per year.
 - o These will provide opportunities for parents, students, teachers and counselors to dialogue so that everyone is working toward the same goal of meeting each student's needs.
- Provide student orientation each year to help students and their families make a smooth transition into the next term at The DIPLOMA SCHOOL.
- Hold two Open Houses per year -
 - o Fall Open House will encourage parents to meet the teachers, administrators and staff.
 - o Spring- "Come Check Us Out" is designed for prospective students to see what The DIPLOMA SCHOOL has to offer. (preferably in February)
- Plan various activities throughout the school year that will be beneficial to families and will encourage parental involvement.
- Provide a Parent Center.
- Purchase magazines and books and other informative material that will be housed in the Parent Center and will be available for check-out by the parents.
- Provide a quarterly "State of the School" address that will be presented at each of our campus leadership team meetings.
- Schedule "Parents Make the Difference" evenings on various subjects that will give an overview of the following:
 - o What students are learning.
 - o How students will be assessed.
 - o What parents should expect for their student's education.
 - o Understanding of Smart Core graduation requirements
 - o How parents can assist and make a difference in their student's education.
- Family Science Night
- The DIPLOMA SCHOOL Health Fair
- Drug, Alcohol, and Safety Awareness Workshops

- PTO Meetings
- Survey the parents regarding their interests, so that the school can more effectively meet their needs.
- Encourage local businesses to serve in an advisory capacity.

The teachers shall -

- Provide a positive classroom atmosphere that is conducive to learning.
- Provide students with meaningful classroom instruction on a daily basis.
- Provide course information to Parents at Open House.
- Encourage parents to keep open communication lines to enhance their students' success.
- Provide interim reports to all students each of the four nine-week grading periods.
- Post students' grades to the grade site at least once a week.

The parents shall -

- Encourage teachers, counselors and administrators to keep open communication lines to enhance their students' success.
- Review the monthly calendar that is provided by the school.
- Review their student's planner/organizer every class.
- Attend parent conferences and workshops and school activities.
- Contact the school if there is an issue that needs to be resolved.
- Become an involved parent at The DIPLOMA SCHOOL. Be involved in one or more of the following ways
 - o Parent/Teacher Organization (PTO)
 - o Campus leadership team
 - o Volunteer at The DIPLOMA SCHOOL
 - o Mentoring
 - o Drug and Alcohol Task Force.
- Provide a quiet place at home for students to complete their homework and/or study.
- Monitor your student's learning and provide assistance when needed.
- Monitor your student's progress as follows:
 - o Review online grade site weekly.
 - o Review the monthly letter and calendar.
 - o Contact the teachers on a regular basis.
 - o Utilize the The DIPLOMA SCHOOL website for important updates and information

- Review the interim reports and the report cards.
- Abide by the The DIPLOMA SCHOOL Parent agreement
- Read "Choosing Civility, the 25 Rules of Considerate Conduct"
- Encourage their student to abide by the rules at school and at home.

Application Cycle 2011

Additional Documents Received by ADE

Diploma School of West Memphis

Jodie Fairchild (ADE)

From: Mary Ann Duncan (ADE)
Sent: Wednesday, September 21, 2011 3:46 PM
To: Robert Butler
Cc: Jodie Fairchild (ADE)
Subject: RE: OCBA, Inc. Resignation

Follow Up Flag: Follow up
Flag Status: Flagged

Mr. Butler,
Thank you for this formal notice of your resignation. As this is an official correspondence, it will serve as information to be included with documentation regarding OCBA, Inc.
Respectfully,
Mary Ann Duncan

-----Original Message-----

From: Robert Butler [mailto:robert.butler@smail.astate.edu]
Sent: Wednesday, September 21, 2011 3:32 PM
To: Mary Ann Duncan (ADE)
Subject: OCBA, Inc. Resignation

Dr. Duncan,

This is my official correspondence to the Arkansas Department of Education notifying the Charter School office that effective yesterday, September 20, 2011, I am no longer affiliated with the Osceola Communication Business and Arts, Inc. non-profit organization.

I submitted my letter of resignation, as the acting CEO and President, to the board of directors on September 20, 2011. I realize my signatures may be on applications and documents currently under review, so I wanted to make sure the ADE had adequate time to request any new or additional information from OCBA, Inc.

Thank you for your time regarding this matter,

Robert (Beau) Butler, Jr.

RECEIVED
SEP 21 2011

CHARTER SCHOOL OFFICE



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School The Diploma School of West Memphis Date (Revised) 10/25/2011

Address 500 West Broadway West Memphis, AR Phone 870-822-0574

Director Sally Wilson E-Mail _____

School Contact (Name/Position) _____ Phone _____

Facility is: ☒ X 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. None.

2. _____

3. _____

Specific Building Information

1. Building Name and LEA # _____ 2. Grade Configuration _____

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

5. Items Checked:

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

6. Building Comments: All components of the facility will have to be brought up to code for
educational facilities in accordance with the State Fire Code and state and federal ADA
requirements.

7. Custodial (include equipment and storage):

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

Custodial Comments: _____

Summary of the General Condition of the Facility:

Action Items (Follow-up required):

1. Owner must receive a Certificate of Occupancy from the proper authority prior to occupancy.

2.

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: Assistant Director

School Representative: _____ Position: _____

Comments: _____

Distribution: Charter School Office DPSAFT Project File



ARKANSAS DEPARTMENT OF EDUCATION

October 26, 2011

Dr. Tom W. Kimbrell
Commissioner

Ms. Sally Wilson
OCBA, Inc.
851 W. Semmes
Osceola, Arkansas 72370

State Board
of Education

Dr. Ben Mays
*Clinton
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Joe Black
Newport

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Fayetteville

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Little Rock

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Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Re: Diploma School of West Memphis Public Charter School Application

Dear Ms. Wilson:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 18, 2011. Enclosed for your review, you will find the following:

- ADE Internal Review Results, September 8-9, 2011
- ADE Charter Review Council Review Results, October 5, 2011

Based upon the information currently available, the Charter Review Council cannot support your open-enrollment public charter school application at this time. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board. The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council.

The State Board will conduct a complete, full and independent review of your charter application to determine whether it should be approved. In that regard, should you disagree with the position of the Charter Review Council, you will be able to address that issue with the State Board during your hearing scheduled for November 15, 2011.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

cc (w/encls): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator

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

Diploma School of West Memphis
West Memphis, Arkansas
September 8 & 9 ADE Internal Review Results

	Does not meet Standard	Partially Meets Standard	Meets Standard
Standard 1: Pre Application Materials			X
Standard 2: Public Hearing Results		X	
Standard 3: Governing Structure		X	
Standard 4: Mission Statement		X	
Standard 5: Educational Need		X	
Standard 6: Educational Program		X	
Standard 7: Academic Achievement Goals		X	
Standard 8:Curriculum Development and Alignment			X
Standard 9: Geographical Area Served		X	
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria and Procedures			X
Standard 12: Staffing Plan		X	
Standard 13: Business and Budget Plan		X	
Standard 14:Financial and Programmatic Audit Plan			X
Standard 15: APSCN Assurances			X
Standard 16: Facilities			X
Standard 17: Conflicts of Interest		X	
Standard 18: Student Services		X	
Standard 19 Food Services		X	
Standard 20: Parental Involvement	X		
Standard 21: Waivers		X	
Standard 22:Desegregation Assurances			
Totals:	1	13	7

Diploma School of West Memphis
West Memphis, Arkansas
As of October 5th Charter Review Council Meeting

	Does not meet Standard	Partially Meets Standard	Meets Standard
Standard 1: Pre Application Materials			X
Standard 2: Public Hearing Results			X
Standard 3: Governing Structure		X	
Standard 4: Mission Statement		X	
Standard 5: Educational Need		X	
Standard 6: Educational Program		X	
Standard 7: Academic Achievement Goals		X	
Standard 8:Curriculum Development and Alignment			X
Standard 9: Geographical Area Served			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria and Procedures			X
Standard 12: Staffing Plan		X	
Standard 13: Business and Budget Plan		X	
Standard 14:Financial and Programmatic Audit Plan			X
Standard 15: APSCN Assurances			X
Standard 16: Facilities			X
Standard 17: Conflicts of Interest		X	
Standard 18: Student Services		X	
Standard 19 Food Services		X	
Standard 20: Parental Involvement			X
Standard 21: Waivers		X	
Standard 22:Desegregation Assurances			
Totals:		11	10